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ABSTRACT

This text is a preliminary version of a basic course in the Bambara language. It is one of a series of short basic courses in African languages. Tutors' instructions appear in both English and French. Sixteen units make up the text; each consists of pattern drills in English and Bambara on a particular point of grammar. (CHK)

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BAMBARA BASIC COURSE

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FOREIGN SERVICE INSTITUTE

Washington, D.C.

1963

DEPARTMENT OF STATE

(Draft Copy)

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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BAMBARA BASIC COURSE

Units 1-2

FOREIGN SERVICE INSTITUTE

Washington, D. C.

1963

DEPARTMENT OF STATE

Bambara is a Mande language, spoken in Southern Mali, and mutually intelligible to a great extent with Maninka, Malinké and Dyoula.

Bambara Basic Course, of which this is a preliminary version, is one of a series of short basic courses in African Languages being prepared by the Foreign Service Institute under an agreement with the United States Office of Education, Department of Health, Education and Welfare under the National Defense Education Act. The purpose of the present draft is to make the course available for testing and criticism before the preparation of a permanent edition.

The Institute will be grateful for comments and suggestions from readers and users of this volume.

UNIT 1

Manière de présenter chaque nouvelle série de phases de base.

1. L'élève ne doit pas regarder les phrases avant d'avoir appris à les prononcer parfaitement. Il ne doit même pas y jeter un coup d'oeil. S'il les voit trop tôt, il entendra presque certainement - ou croira entendre - des sons semblables à ceux représentés par ces mêmes lettres en Anglais ou dans une autre langue Européenne. S'il attend d'avoir appris à prononcer la phrase en Bambara, il aura l'occasion d'entendre les sons tels qu'ils sont réellement prononcés par son instructeur.

2. Manière d'écouter les phrases.

L'instructeur doit commencer par lire à haute voix deux ou trois fois la liste des phrases de base. L'étudiant doit écouter soigneusement sans essayer de répéter. L'instructeur doit

A procedure for use with each new set of basic sentences.

1. The student should not look at the sentences until after he has learned to pronounce them very well. He should not even glance at them briefly. If he looks at them too soon, he will almost certainly 'hear' - or think he hears - the sounds for which the letters stand in English or in some other European language. If he waits until after he has learned to pronounce the Bambara, he will have given his ear an opportunity to hear the sounds as they are really pronounced by his tutor.

2. Listening to the sentences.

The tutor should begin by reading the entire list of basic sentences aloud two or three times. The student should listen carefully, without trying to repeat. The tutor should speak at all times at a normal conversational speed. He toujours parler à une vitesse normale. Il doit éviter de parler plus lentement ou plus distinctement qu'il ne le ferait s'il parlait avec d'autres personnes pour lesquelles le Bambara est la langue maternelle. Les élèves doivent garder leur livre fermé.

3. Manière de répéter les phrases apres l'instructeur.

L'instructeur doit dire la première phrase à vitesse normale, et laisser les élèves l'imiter. Si leur imitation est tout à fait correcte, il doit passer immédiatement à la phrase suivante. Le livre des élèves est toujours fermé.

a) Si la phrase semble trop longue, l'instructeur ne doit en prononcer qu'une petite partie, puis une plus longue, et finalement la phrase entière. Par exemple, la phrase /Au ka fɔ n kɔ kelen kelen/ peut se découper ainsi:

should avoid speaking more slowly or more distinctly than he would ever speak with other persons for whom Bambara is the mother tongue. The student's book should remain closed.

3. Learning to repeat the sentences after the instructor.

The tutor should say the first sentence at normal speed, and let the students imitate him. If their imitation is completely correct, he should then go on to the next sentence. The student's book is still closed.

a) If the sentence seems to be too long, the tutor should pronounce one small part of it, then a slightly longer part, and finally the entire sentence. For example, the sentence /Au ka fɔ n kɔ kelen kelen/ might be built up as follows:

kelen kelen
n kɔ kelen kelen
l.c. Au ka fɔ
l.c. Au ka fɔ n kɔ
Au ka fɔ n kɔ kelen kelen.

b) Si un élève fait encore des erreurs de prononciation, l'instructeur doit le corriger en répétant correctement le mot que l'élève a mal prononcé. Ainsi, par exemple:

b) If a student still makes a mistake in pronunciation, the tutor should correct him by repeating correctly the word that the student mispronounced. So, for example:

Tutor: I bi se ka don.
Student: I bi se ka dan. (a mistake)
Tutor: Don.
Student: Don.
Tutor: I bi se ka don.
Student: I bi se ka don.

Traiter ainsi toutes les phrases du dialogue.

4. Manière d'apprendre le sens des phrases.

Jusqu'ici l'élève ne sait pas encore le sens des phrases qu'il répète. Si on lui donne trop tôt la signification des phrases, il aura une forte tendance à leur donner une intonation anglaise.

Maintenant l'instructeur donne la première phrase et demande à l'élève de répéter après lui. Ensuite il lui

4. Learning the meanings of the sentences.

Up to this point, the student has not been told the meanings of the sentences he is practicing. If he is told the meanings too soon, he will have a very strong tendency to use English intonations on the sentences.

Now the tutor should say the first sentence, and have the students repeat it after him. Then he should give donne la phrase anglaise équivalente et l'élève donne la phrase en Bambara. Si les élèves font la moindre faute, l'instructeur doit redonner la phrase en Bambara et faire répéter les élèves après lui.

Traiter ainsi chaque phrase jusqu'à ce que les élèves puissent donner les phrases en Bambara rapidement et sans faute.

5. Lecture à haute voix.

Maintenant, pour la première fois, les élèves doivent ouvrir leurs livres et lire à haute voix après l'instructeur. Quand ils peuvent faire cela facilement ils peuvent alors s'exercer à lire à haute voix sans que le modèle leur soit donné.

Dans ce cours nous utilisons [ ] et ( ) dans les phrases anglaises équivalentes aux expressions en Bambara. Les crochets [ ] renferment des mots anglais qui n'ont pas d'équivalent en Bambara mais qui sont nécessaires pour traduire une expression Bambara en Anglais idiomatique. Les parenthèses

the equivalent English sentence and the students should reply with the Bambara sentence. If the students make any mistakes at all, the tutor should say the Bambara sentence again and have them repeat it after him.

Each sentence should be treated in this way, until the students can give the Bambara sentences promptly and without error.

5. Reading aloud.

Now for the first time, students should open their books and read aloud after the tutor. When they can do this easily, they may practice reading aloud independently.

In the English equivalents for Bambara expressions in this course, use is made of [ ], ( ), and (' '). Square brackets [ ] enclose English words which have no counterpart in the Bambara, but which are needed in order to make an idiomatic translation into idiomatic English. Parentheses ( )

renferment des mots qui sont les équivalents Anglais de mots qui, en Bambara, sont nécessaires à la phrase mais qui seraient inutiles dans la phrase anglaise. On se sert de parenthéses avec guillemets 'simples' pour indiquer une traduction littérale.

enclose words which are English counterparts of something in the Bambara sentence, but which would not ordinarily be used in the English equivalent. Parentheses with single quotes are used to indicate a literal English version of a sentence.

BASIC SENTENCES. Phrases useful in a language class.

i	you (sg.), your
ni	and, with
sɔ̀ghɔmà	morning
I ni sɔ̀ghɔmà.	Good morning.
Mbaà.	[Reply to greetings.]
se	to be able
kà	[mark of infinitive] (??)
dòn	to enter, to don
I bi se kà dòn.	(You can) come in!
sìgì	to sit down
I bi se kà sìgì.	(You can) sit down!
fɔ	to speak
n	I, me, my
kɔ	back, after
À fɔ n̍ kɔ.	Repeat after me.
au	you (pl.), your
Au bɛ ka fɔ̀.	(Speak) in unison.
Au bɛ ka fɔ̍ n kɔ.	
tlè	sun
I ni tlè.	[Midday greeting.]

tɛ̀	[a negative particle]
'Kle' tɛ̀.	It isn't 'kle'.
Hàkɛtɔ̀.	Excuse me.
lamɛn	to listen
kɔsɔbɛ	very much
À lamɛn kɔsɔbɛ.	Listen carefully.
kelen	one
Au ka fɔ̍ n kɔ kelen kelên.	Repeat after me individually.
nyi	
nɛn	tongue, language
wà	[marker of a yes-no question]
N nɛ̍n kanyi wà?	Is my pronunciation correct?
Ayì wà.	Yes.
kan	voice
ayi	no
kuma	word
mà	[a negative particle]
Àyi. I kumakan mà nyì.	
tugu(n)(i)	again
À fɔ tugunin.	Please repeat.
À binà.	'Ça viendra.'
fu	
sa	
I kumakan kà fu sà.	It's better than it was.
I bi se kà fɔ tugunin.	(You can) say [it] again.
I kumakan kà nyì.	Your pronunciation is correct.
I ni cê.	Thank you!
jɔ̀ɔ	to end
yàn	here

A n kan jɔ̀ɔ yàn.	Let's take a break.
kàràmɔghɔ	teacher
nyumân	good
I ye kàràmɔ̀ghɔ̀ nyuman yè.	You are a good teacher!
Kà nya nye nɔ̀ghɔ̀yà.	

1. Les tons du Bambara.

La langue Bambara possède d'une façon générale deux tons: un ton haut et un ton bas. Ces tons ne varient pas de hauteur. On peut entendre la différence entre ces deux tons dans la première syllabe des mots suivants:

[$\overset{-}{\text{so}}\overset{\backslash}{\text{so}}$]	moustique
[$\overset{-}{\text{su}}\overset{\backslash}{\text{gu}}$]	marché

Pour plus d'exemples voir 'Tone Drill 1'.

Le Bambara a certains autres contrastes de tons qui ne peuvent être expliqués en fonction des mêmes caractéristiques de ces deux niveaux.

Un exemple de ce genre de contraste se trouve dans la dernière syllabe des mots:

1. The tones of Bambara.

Bambara is basically a language with two level tones: low and high. The difference between these tones may be heard in the first syllables of the words:

[$\overset{-}{\text{so}}\overset{\backslash}{\text{so}}$]	mosquito
[$\overset{-}{\text{su}}\overset{\backslash}{\text{gu}}$]	market

For additional examples, see Tone Drill 1.

Bambara has certain other contrasts of pitch which cannot be accounted for in terms of these two levels.

One such contrast is exemplified by the last syllables of the words:

[$\overset{-}{\text{na}}\overset{-}{\text{ni}}$]	four
[$\overset{-}{\text{su}}\overset{\backslash}{\text{gu}}$]	market

[- -]
[nani]   quatre

[- ˋ]
[sugu]   marché

quand ils sont prononcés isolément. Un autre exemple de contraste est illustré par l'expression

[- - - -   - - -]
[N tɛrikɛ kununa.]

La syllabe /ku/ se prononce sur un niveau légèrement plus bas que la syllabe /kɛ/.

Le ton 'haut' étant de beaucoup le plus fréquent des tons Bambara, il ne sera pas indiqué, à moins qu'il n'y ait une raison particulière d'attirer l'attention sur le fait qu'une syllabe donnée a un ton haut. Quand un symbole explicite sera nécessaire on se servira de l'accent aigu /´/. Un ton bas sera indiqué par un accent grave. Un ton tombant s'écrit avec un accent, circumflexe /^/.

Le symbole d'un abaissement entre 2 tons est /ˈ/. Remarquer qu'un ton haut (tel que /nú/ dans l'exemple prècèdent) qui suit

as these words are cited in isolation.

Another contrast is illustrated by the expression

[- - - -   - - -]
[N tɛrikɛ kununa.]

Between the syllables /kɛ/ and /ku/ there is a slight downstep in pitch.

Because high level tone is much the most frequent of the tones of Bambara, it will be left unmarked unless there is some reason to call attention to the fact that a given syllable has high tone. When an explicit symbol is needed, the acute accent /´/ will be used.

Low tone will be indicated by a grave accent:

Ù bɛ hɛrɛ là.   Are they in peace?

Falling tone is written with a circumflex /^/:

sòsô   sugû (or súgû)

Downstep is symbolized by a vertical mark /ˈ/:

[N tɛrikɛ ku̍nuna.]

(or: Ń tɛ́ríkɛ́ ku̍núná.)

un abaissement de ton (tel que /ku/ dans ce même exemple) est au même niveau que la syllabe précédente. C'est à dire,

...kɛ́ ku̍nu...

est [¯ - -] et non [¯ - ¯].

It should be noted that a high tone (e.g. /nú/ in this example) that follows a downstep (/ku̍/ in this example) is on the same pitch as the syllable that has the downstep. That is to say,

...kɛ́ ku̍nu...

is [¯ - -] and not [¯ - ¯].

2. The letters m and n.

When the letter /n/ stands at the end of a word, or before a consonant in the same word, it means that the preceding vowel is to be pronounced with strong nasalization. A brief nasal consonant is sometimes heard at the end of such a syllable:

nɛn	tongue, language
don	to enter
baghan	beast

Syllables that begin with the nasal consonants /m, n/ may also be lightly nasalized. These syllables are not written with final /n/. The student should compare the degrees of nasalization in the words:

fini	clothes
finin	fonio
nɛ	I
nɛn	tongue

The letters m and n when written between word spaces or between word space and another consonant, it stands for a separate syllable, which carries its own tone:

n nɛn kanyi wa.

a fɔ n kɔ

m baa

3. The spelling /gh/.

The spelling /gh/ is found in the words /sɔghɔma/ and /karamɔghɔ/ in the basic sentences, and in the words /sagha/, /baghan/, and /bɔghɔ/ in Tone Drill 1. This spelling stands for a sound which occurs between the vowels /ɔ/ and /a/, and apparently not elsewhere. Technically, the sound is called a velar fricative. This means that the back of the tongue comes close to the soft palate, but without complete stoppage of the air stream at that point. As the air passes the soft palate, it generates audible turbulence. The vocal cords are usually vibrating during the production of this sound, but an unvoiced version of it may also be heard.

Exercice sur les Tons.	Tone Drills.
L'étudiant n'a pas besoin d'apprendre le sens des mots et des phrases employés dans cette série d'exercices.	[The student is not expected to learn the meanings of the words and phrases used in this series of drills.]
Contraste entre les tons hauts et bas de la première syllabe des noms de deux syllabes. [L'élève doit écouter chaque mot et répondre LOW (bas)ou HIGH (haut) selon le ton de la première syllabe. Son livre doit rester fermé.]	Contrast between low and high tones on the first syllable of disyllabic nouns. [The student should listen to each word, and reply LOW or HIGH with respect to the tone of the first syllable. His book should remain closed.]

wula	afternoon	HIGH
fini	cloth, clothing	LOW
soso	mosquito	LOW
sagha	sheep	LOW
baghan	beast	HIGH
bɔghɔ	mud	LOW
sugu	market	HIGH
hɛrɛ	peace	HIGH
muso	wife	LOW
muru	machete	LOW
fura	medicine	HIGH
sanji	rain	HIGH
tiga	peanuts	LOW
wari	money	HIGH

Quand l'élève pourra identifier les tons de la première syllabe de ces mots, il devra essayer de les répéter après l'instructeur. Son livre doit toujours être fermé. Remarquer que la deuxième syllabe de chacun de ces mots a un ton descendant.	After the student can identify the tones of the first syllables of these words, he should try to repeat them after the instructor. His book should still be closed. Notice that the second syllable of each word has a falling pitch.
Lorsque l'élève aura appris à répéter les mots immédiatement après l'instructeur, il devra alors ouvrir son livre et s'exercer à les lire à haute voix.	When the student has learned to repeat the words immediately after the instructor, he should open his book and practice reading them aloud.

L'instructeur devra faire attention de corriger la prononciation des élèves autant de fois que ce sera nécessaire. Si l'élève continue à avoir de la difficulté, l'instructeur devra passer à un autre mot et revenir plus tard au mot qui a causé de la difficulté.

The instructor should be very careful to correct the student's pronunciation as many times as necessary. If the student continues to have difficulty, the instructor should go on to another word, and return later to the word that caused the difficulty.

'Ton bas' en opposition à 'ton haut' dans la première syllabe d'expressions plus longues. [L'élève devra écouter chaque phrase et répondre LOW (bas) ou HIGH (haut) selon le ton de la première syllabe. Son livre doit être fermé.]

Low vs. high in the first syllables of longer expressions. [The student should listen to each phrase, and reply LOW or HIGH with respect to the first syllable. His book should be closed.]

A tara bara la wa?	Did he go to work?	LOW
I tara bara la wa?	Did you go to work?	HIGH
U tara bara la wa?	Did they go to work?	HIGH
dumuni	meal(s)	HIGH
Haketo.	Excuse me.	LOW
kabakuru	stone	LOW
so mɔghɔ	people of [your] house	HIGH
sambara	shoes	LOW
I bɛ si min?	Where do you live?	HIGH
mɛnɛmɛnɛ	ant	HIGH

Quand il aura appris à identifier les tons des premières syllabes de ces expressions, l'élève devra répéter après l'instructeur. Quand il pourra le faire facilement et correctement, il devra ouvrir son livre et les lire à haute voix et l'instructeur devra corriger sa prononciation.

Ton bas en opposition à ton haut dans la deuxième syllabe d'expressions courtes. [L'élève doit répondre par LOW (bas) ou HIGH (haut) selon le ton de la deuxième syllabe de chaque expression.]

After he has learned to identify the tones in the first syllables of these expressions, the student should repeat them after the instructor. When he can do this easily and correctly, he should open his book and read them aloud, and the instructor should correct his pronunciation.

Low vs. high in the second syllables of short expressions. [The student should reply LOW or HIGH with respect to the second syllable of each expression.]

samiya	rainy season	LOW
kabakuru	stone	LOW
sɔghɔma	morning	HIGH
buyagi	guava	LOW
jakuma	cat	HIGH
sambara	shoes	LOW
A bɛ hɛrɛ la.	He is in peace.	HIGH
fitiri	sunset	HIGH
kɛlon kalan	pestle	LOW
namasa	banana	LOW

UNIT 2

Sec. 1 An Action Chain, Completed Actions.

1. N kununa set er là.	I woke up at 7:00.
2. N ye n'nyɛ kò.	I washed my face.
3. N salilâ.	I prayed.
4. N ye d(à)rə̀ka dn̍.	I had my breakfast.
5. N ye nga livr tà.	I took my books.
6. N ye kar tà.	I took the bus.
7. N tara lèkɔl là.	I arrived at school.
8. N dùòna kla̍s kɔ̍nɔ.	I entered the classroom.
9. N ye n sìgì.	I sat (myself) down.
10. N ye livr dàyɛ̀lɛ.	I opened my book.
11. N ye mɛtri làmɛ́n.	I listened to the teacher.
12. N ye sɛbɛnin kɛ̍.	I took notes.

All sentences begin with ______. The tone of this syllable is ____. The English translation suggests that the verbs in all sentences except 1, 3, 7, 8 are transitive; that is to say, they have objects. In the sentences with transitive verbs, the second syllable is _____. Its tone is ______.

Toutes les phrases commencent par ____. Le ton de cette syllabe est _____. La traduction anglaise permet de supposer que les verbes contenus dans toutes les phrases (sauf 1, 3, 7, 8) sont transitifs; c'est à dire qu'ils ont un complément d'object direct.

All the sentences in this section refer to actions that have already been __________.

Dans les phrases contenant des verbes transitifs, la seconde syllabe est _______. Le ton de cette syllabe est _________. Toutes les phrases de cette section se rapportent à des actions déjà _______.

Sec. 2 First and Second person singular subjects.

1. N kununa sɛt er là.	I woke up at 7:00.
I kununa sɛt er là.	You woke up at 7:00.
2. N salilâ.	I prayed.
I salilâ.	You prayed.
3. N ye d(à)ràka dn̍.	I had breakfast.
I ye d(à)ràka dn̍.	You had breakfast.
4. N ye kar tà.	I took the bus.
I ye kar tà.	You took the bus.
5. N tara lèkɔl là.	I arrived at school.
I tara lèkɔl là.	You arrived at school.
6. N dùòna kla̍s kɔ̍nɔ.	I entered the classroom.
I dùòna kla̍s kɔ̍nɔ.	You entered the classroom.
7. N ye n sìgì.	I sat down.
I ye i sìgì.	You sat down.
8. N ye livr dàyɛlɛ.	I opened my books.
I ye livr dàyɛ̀lɛ.	You opened your books.

9. N ye mɛtri làmɛ́n.	I listened to the teacher.
I ye mɛtri làmɛ́n.	You listened to the teacher.
10. N ye sɛbɛnin kɛ̀.	I took notes.
I ye sɛbɛnin kɛ̀.	You took notes.

The syllable /n/ apparently corresponds to English ______. The syllable ______ apparently corresponds to English 'you'. The tones of both these syllables are ________.

La syllabe /n/ semble correspondre au Francais ______. Là syllabe _____ semble correspondre au Francais 'tu' (ou 'vous' sg.). Les tons de ces deux syllabes sont ________.

Sec. 3 First and Second person singular possessives.

1. N ye n'nyɛ kò.	I washed my face.
I ye i nyɛ kò.	You washed your face.

If /nnyɛ/ is 'my eyes' and /i nyɛ/ is 'your eyes' then 'my' is matched by the syllable _______ and your by ________. The tones of both syllables are ______. These possessive elements are then _______ in form with the subject pronouns.

Si /nnyɛ/ correspond à 'mes yeux' et /i nyɛ/ à 'vos yeux', on peut dire que la syllabe ________ correspond à 'mes' et la syllabe ________ à 'vos'. Les tons de ces deux syllabes sont _______. Ces éléments qui indiquent la possession ont une forme ________ à celle du pronom sujet.

2. N ye nga livr tà.	I took my book.
I ye i ka livr tà.	You took your book.

extra element /ga/ after /n/
/ka/ after /i/

Again in this pair of sentences, the possessive elements /n/ and ________ can be identified. But here, the syllable _______ stands between /n/ and /livr/, and the syllable ________ stands between /i/ and /livr/. The tones of these two syllables are____________.

De plus dans ces deux dernières phrases il est possible de reconnaître les éléments qui indiquent la possession. Mais ici on trouve la syllabe entre /n/ et /livr/ et la syllabe________ entre /i/ et /livr/. Les tons de ces deux syllabes sont_________.

Sec. 4 Hours of the day.

1. N kununa siz ɛr là.	I woke up at 6:00.
I kununa siz ɛr là.	You woke up at 6:00.
2. N ye n'nyɛ kò sɛt ɛr là.	I washed my face at 7:00.
I ye i nyɛ kò sɛt ɛr lá.	You washed your face at 7:00.
3. N salila sɛt ɛr e dimi là.	I prayed at 7:30.
I salila sɛt ɛr e dimi là.	You prayed at 7:30.
4. N ye d(à)ràka dn̍ wit ɛr là.	I had breakfast at 8:00.
I ye d(à)ràka dn̍ wit ɛr là.	You had breakfast at 8:00.
5. N ye kar tà wit ɛr e dimi là.	I took the bus at 8:30.
I ye kar tà wit ɛr e dimi là.	You took the bus at 8:30.
6. N tara lèkɔl là nɛv ɛr là.	I arrived at school.
I tara lèkɔl là nɛv ɛr là.	You arrived at school.

The expressions for clock time are taken from French, and are pronounced with the Bambara

Les expressions concernant l'heure sont empruntées au Français et se prononcent avec sounds closest to those of the French originals. One might expect 'two o'clock' to be pronounced________.

les sons Bambara qui se rapprochent le plus des sons du Français. On peut s'attendre à ce que 'deux heures' se prononce____________.

Sec. 5 Question 'and how about...?'

1.	N kununa siz ɛr là. E dǹ?	I woke up at 6:00. And you?
	N kununa siz ɛr e dimi là.	I woke up at 6:30.
2.	N ye n'nyɛ kò siz ɛr là. E dǹ?	I washed my face at 6:00. And you?
	N ye n'nyɛ kò sɛt ɛr là.	I washed my face at 7:00.
3.	N salila siz ɛr e dimi là. E dǹ?	I prayed at 6:30. And you?
	N salila sɛt ɛr là.	I prayed at 7:00.
4.	N ye d(à)ràka dn̍ sɛt ɛr là. E dǹ?	I had breakfast at 7:00. And you?
	N ye d(à)ràka dn̍ sɛt ɛr e dimi là.	I had breakfast at 7:30.
5.	N ye kar tà sɛt ɛr là. E dǹ?	I took the bus at 7:00. And you?
	N ye kar tà wit ɛr là.	I took the bus at 8:00.
6.	N tara lèkɔl là wit ɛr là. E dǹ?	I arrived at school at 8:00. And you?
	N tara lèkɔl là wit ɛr e dimi là.	I arrived at school at 8:30.
7.	N dùòna kla̍s kɔ̍nɔ wit ɛr là. E dǹ?	I entered the class at 8:00. And you?
	N dùòna kla̍s kɔ̍nɔ nɛv ɛr là.	I entered the class at 9:00.

In the little questions 'and how about you?' the syllable /e/ corresponds to English

Dans la question 'et (en ce qui) vous (concerne)?', la syllabe /e/ correspond au 'you'. The syllable that corresponds to 'and how about...?' is apparently________. Its tone is____________.

Français 'tu'. La syllabe ___________semble correspondre à 'en ce qui concerne'. Le ton de cette syllabe est _____________.

Sec. 6 'At what time?'

1.	N kununa sɛt ɛr là.	I woke up at 7:00.
	N kununa tùma jùmân?	What time did I wake up?
	I kununa sɛt ɛr là.	You woke up at 7.
2.	N ye n'nyɛ kò sɛt ɛr là.	I washed my face at 7:00.
	N ye n'nyɛ kò tùma jùmân?	What time did I wash my face?
	I ye i nyɛ kò sɛt ɛr là.	You washed your face at 7:00.
3.	N salila sɛt ɛr e dimi là.	I prayed at 7:30.
	N salila tùma jùmân?	At what time did I pray?
	I salila sɛt ɛr e dimi là.	You prayed at 7:30.
4.	N ye d(à)ràka dn̍ wit ɛr là.	I had breakfast at 8:00.
	N ye d(à)ràka dn̍ tùma jùmân?	At what time did I have breakfast?
	I ye d(a)rakà dn̍ wit ɛr là.	You had breakfast at 8:00.
5.	N ye kar tà wit ɛr e dimi là.	I took the bus at 8:30.
	N ye kar tà tùma jùmân?	At what time did I take the bus?
	I ye kar tà wit ɛr e dimi là.	You took the bus at 8:30.
6.	N tara lèkɔl là nɛv ɛr là.	I arrived at school at 9:00.
	N tara lekɔl là tùma jùmân?	At what time did I arrive at school?
	I tara lèkɔl là nɛv ɛr là.	You arrived at school at 9:00.

The expression that corresponds to 'at what time?' is apparently ________________.

L'expression correspondant à 'A quelle heure?' semble être______________.

Sec. 7 Yes-no questions.

1.	I kununa sɛt ɛr là wà?	Did you wake up at 7:00?
	ɔ̀hɔ, n kununa sɛt ɛr là.	Yes, I woke up at 7:00.
2.	I ye i nyɛ kò sɛt ɛr là wà?	Did you wash your face at 7:00?
	ɔ̀hɔ, n nyɛ kò sɛt ɛr là.	Yes, I washed my face at 7:00?
3.	I salila sɛt ɛr e dimi là wà.	Did you pray at 7:30?
	ɔ̀hɔ, n salila sɛt ɛr e dimi là.	Yes, I prayed at 7:30?
4.	I ye d(à)ràka dn̍̀ wit ɛr là wà?	Did you have breakfast at 8:00?
	ɔ̀hɔ, n ye d(à)ràka dn̍̀ wit ɛr là.	Yes, I had breakfast at 8:00?
5.	I ye kar tà wit ɛr e dimi là wà?	Did you take the bus at 8:30?
	ɔ̀hɔ, n ye kar tà wit ɛr e dimi là.	Yes, I took the bus at 8:30.
6.	I tara lèkɔl là nɛv ɛr là wà?	Did you arrive at school at 9:00?
	ɔ̀hɔ, n tara lèkɔl là nɛv ɛr là.	Yes, I arrived at school at 9:00.
7.	I dùòna kla̍̀s kɔ̍̀nɔ nɛv ɛr là wà?	Did you enter the class at 9:00?
	ɔ̀hɔ, n dùòna kla̍̀s kɔ̍̀nɔ nɛv ɛr là.	Yes, I entered the class at 9:00.

The particle_________is used as the mark of a yes-no question. In these examples it always occurs at the _________of the sentence. Its tone is ___________. The word that corresponds to 'yes' in these sentences is__________.

La particule________sert à poser des questions dont la réponse commencera par 'oui' ou 'non'. Dans les exemples précédents, elle se trouve toujours à __________ de la phrase. Le ton de cette particule est_________.

Its tones are _______ _______.

Dans les phrases précédentes le mot qui correspond à 'oui' est _______. Ses tons sont _____________ _________.

Sec. 8 Third person singular.

1.	À kununa sɛt ɛr là.	He woke up at 7:00.
	À kununa tùma jùmân?	What time did he wake up?
	À kununa sɛt ɛr là.	He woke up at 7:00.
2.	À ye à nyɛ kò sɛt ɛr là.	He washed his face at 7:00.
	À ye à nyɛ kò tùma jùmân?	What time did he wash his face?
	À ye à nyɛ kò sɛt ɛr là.	He washed his face at 7:00
3.	À salila sɛt ɛr e dimi là.	He prayed at 7:30.
	À salila tùma jùmân?	What time did he pray?
	À salila sɛt ɛr e dimi là.	He prayed at 7:30.
4.	À ye d(à)ràka dn̍ wit ɛr là.	He had his breakfast at 8:00.
	À ye d(à)ràka dn̍ tùma jùmân?	What time did he have his breakfast?
	À ye d(à)ràka dn̍ wit ɛr là.	He had his breakfast at 8:00.
5.	À ye kar tà wit ɛr e dimi là.	He took the bus at 8:30.
	À ye kar tà tùma jùmân?	What time did he take the bus?
	À ye kar tà wit ɛr e dimi là.	He took the bus at 8:30.
6.	À tara lèkɔl là nɛv ɛr là.	He arrived at school at 9:00.
	À tara lèkɔl là tùma jùmân?	What time did he arrive at school?
	À tara lèkɔl là nɛv ɛr là.	He arrived at school at 9:00.

The third person singular pronoun is /____ /. Its tone is ______. The tones of the first and second person pronouns /n/ and /i/ are ________. As in the first and second persons, the same word serves both as subject pronoun and as a _________.

Le pronom de la troisième personne du singulier est /___ /. Son ton est ______. Les tons des pronoms de la première et de la deuxième personne du singulier /n/ et /i/ sont _______. De même qu'à la première et deuxième personnes, le même mot sert a la fois de pronom sujet et _________.

Sec. 9 3rd. person singular with /dǹ/.

1.	N kununa siz ɛr là.	I woke up at 6:00.
	À le dǹ?	And he?
	À kununna sɛt ɛr là.	He woke up at 7:00.
2.	N ye n nyɛ kò siz ɛr e dimi là.	I washed my face at 6:30.
	À le dǹ?	And he?
	À ye‿à nyɛ kò sɛt ɛr là.	He washed his face at 7:00.
3.	N salila sɛt ɛr là.	I prayed at 7:00.
	À le dǹ?	And he?
	À salila sɛt ɛr e dimi là.	He prayed at 7:30.
4.	N ye d(à)ràka dn̍ sɛt ɛr e dimi là.	I had breakfast at 7:30.
	À le dǹ?	And he?
	À ye d(à)ràka dn̍ wit ɛr là.	He had breakfast at 8:00.
5.	N ye kar tà wit ɛt là.	I took the bus at 8:00.
	À le dǹ?	And he?
	À ye kar tà nɛv ɛr là.	He took the bus at 9:00.
6.	N tara lèkɔl là nɛv ɛr là.	I arrived at school at 9:00.
	À le dǹ?	And he?
	À tara lèkɔl là nɛv ɛr e dimi là.	He arrived at school at 9:30.

Between the pronoun /à/ and the word /dǹ/ in the above examples is found the syllable /____/. This syllable was not found in the corresponding expression for ________ and ________ person.
(Sec 5. above).

Dans les exemples précédents on trouve la syllabe /____/ entre le pronom /à/ et le mot /dǹ/. Cette syllabe est absente dans les expressions correspondantes pour la ________ et la ________ personne.

Section 5.

Sec. 10 Practice 1st 3rd person singular.

1.	N kununa siz ɛr là.	I woke up at 6:00.
	I tɛrikɛ dǹ?	And your friend?
	À kununa siz ɛr e dimi là.	He woke up at 6:30.
2.	N ye n nyɛ kò siz ɛr e dimi là.	I washed my face at 6:30.
	I tɛrikɛ dǹ?	And your friend?
	À ye‿à nyɛ kò sɛt ɛr là.	He washed his face at 7:00.
3.	N salila sɛt ɛr là.	I prayed at 7:00.
	I tɛrikɛ dǹ?	And your friend?
	À salila sɛt ɛr e dimi là.	He prayed at 7:30.
4.	N ye d(à)ràka dṅ sɛt ɛr e dimi là.	I had breakfast at 7:30.
	I tɛrikɛ dǹ?	And your friend?
	À ye d(à)ràka dṅ wit ɛr là.	He had breakfast at 8:00.
5.	N ye kar tà wit ɛr là.	I took the bus at 8:00.
	I tɛrikɛ dǹ?	And your friend?
	À ye kar tà wit ɛr e dimi là.	He took the bus at 8:30.

6. N dùòna kla̍s kɔ̍nɔ wit ɛr e dimi là.	I entered the classroom at 8:30.
I tɛrikɛ dǹ?	And your friend?
À dùòna kla̍s kɔ̍nɔ nɛv ɛr là.	He entered the classroom at 9:00.

In the possessive construction, the particle /ka/ stands between the possessive pronoun and certain nouns. One noun for which this is true is ____________. With the noun /nyɛ/, on the other hand, this particle is___________. The noun that corresponds to 'friend' is _________. It is like the noun /_______/ with respect to the presence or absence of /ka/ in the possessive construction.

Dans les constructions possessives on trouve la particule /ka/ entre l'adjectif possessif et certains noms. C'est le cas avec le nom ________. Par contre avec le nom /nyɛ/ cette particule est _________. Le nom qui correspond à 'ami' est /______ /. La situation est la mème quant à la présence ou à l'absence de la particule /ka/ dans la construction possessive du nom __________.

Sec. 11 Downstep /yè/ /kùnu/

1. I tɛrikɛ ku̍nuna tùma jùmân?	At what time did your friend wake up?
À kúnuna sɛt ɛr là.	He woke up at 7:00.
2. I tɛrikɛ ye̍‿à nyɛ kò tùma jùmân?	At what time did your friend wash his face?
À ye à nyɛ kò sɛt ɛr là.	He washed his face at 7:00.

3. I tɛrikɛ ye̍ d(à)ràka dn̍ tumá jùmân?	At what time did your friend have breakfast?
À ye d(à)ràka dn̍ wit ɛr là.	He had breakfast at 8:00.
4. I tɛrikɛ sa̍lila tùma jùmân?	At what time did your friend pray?
À salila sɛt ɛr e dimi là.	He prayed at 7:30.
5. I tɛrikɛ ye̍ kar tà tùma jùmân?	At what time did your friend take the bus?
À ye kar tà nɛv ɛr là.	He took the bus at 9:00.
6. Í tɛrikɛ dùòna kla̍s kɔ̍nɔ tùma jùmân?	At what time did your friend enter the class?
À dùòna kla̍s kɔ̍nɔ nɛv ɛr e dimi là.	He entered the class at 9:30.
7. I tɛrikɛ ta̍ra lèkɔl là tùma jùmân?	What time did your friend arrive at school?
À tara lèkɔl là nɛv ɛr e dimi là.	He arrived at school at 9:30.

The noun /tɛrikɛ/ ends with _______ tone. The particle /ye/ and the verb /kunu/, in all sections previous to this one, have had __________ tone on the first (or only) syllable. In the sentences of this section, the element /ye/ or the first syllable of the verb /kunu/ after /tɛrikə/ has ________ tone.

Le nom /tɛrikɛ/ se termine par un ton ________. Dans toutes les sections antérieures à celle-ci, la particule /ye/ et le verbe /kunu/ ont eu un ton __________ sur la première (ou la seule) syllabe. Dans les phrases de cet exercice les éléments /ye/ òu la première syllabe du verbe /kunu/ après /tɛrikɛ/ ont un ton ___________.

1.	I tɛrikɛ kṷnuna tùma jùmân?	At what time did your friend wake up?
	N tɛrikɛ kṷnuna sɛt ɛr là.	My friend woke up at 7:00.
2.	I tɛrikɛ ye̍‿à nyɛ kò tùma jùmân?	At what time did your friend wash his face?
	N tɛrikɛ ye̍‿à nyɛ kò sɛt ɛr là.	My friend washed his face at 7:00.
3.	I tɛrikɛ ye̍ d(à)ràka dn̍ tùma jùmân?	At what time did your friend have breakfast?
	N tɛrikɛ ye̍ d(à)raka dn̍ sɛt ɛr e dimi là.	My friend had breakfast at 7:30.
4.	I tɛrikɛ sa̍lila tùma jùmân?	At what time did your friend pray?
	N tɛrikɛ sa̍lila wit ɛr là.	My friend prayed at 8:00.
5.	I tɛrikɛ ye̍ kar tà tùma jùmân?	At what time did your friend take the bus?
	N tɛrikɛ ye̍ kar tà wit ɛr e dimi là.	My friend took the bus at 8:30.
6.	I tɛrikɛ tàra lèkɔl là tùma jùmân?	What time did you friend arrive at school?
	N tɛrikɛ tàra lèkɔl là nɛv ɛr là.	My friend arrived at school at 9:00.
7.	I tɛrikɛ dùòna kla̍s kɔ̍nɔ tùma jùmân?	At what time did your friend enter the classroom?
	N tɛrikɛ dùòna kla̍s kɔ̍nɔ nɛv ɛr là.	My friend entered the classroom at 9:00.

I - Instructor   a - 1st. student   b - 2nd. student

I) Instructor talks to 'a' about 'b'.	He woke up at 7:00.
a) 'a' asks 'b'	What did you do?
b) 'b'	I woke up at 7:00.

I - Instructeur   a - premier étudiant   b - deuxième étudiant

I) L'instructeur s'adresse à 'a' parlant de 'b'.	Il s'est réveillé à 7 h.
a) 'a' demande à 'b'	Qu'est-ce que tu as fait?
b) 'b' répond	Je me suis réveillé à 7 h.

1.	I)	À kununa sɛt ɛr là.	He woke up at 7:00.
	a)	I yiè mùn kɛ̀?	What did you do?
	b)	N kununa sɛt ɛt là.	I woke up at 7:00.
2.	I)	À ye à nyɛ kò.	He washed his face.
	a)	I yiè mùn kɛ̀?	What did you do?
	b)	N ye n nyɛ kò.	I washed my face.
3.	I)	À salilâ.	He prayed.
	a)	I yiè mùn kɛ̀?	What did you do?
	b)	N salilâ.	I prayed.
4.	I)	À ye d(à)rà ka dn̍.	He had breakfast.
	a)	I yiè mùn kɛ̀?	What did you do?
	b)	N ye d(à)rà ka dn̍.	I had breakfast.
5.	I)	À ye à ka livr tà.	He took his books.
	a)	I yiè mùn kɛ̀?	What did you do?
	b)	N ye n ka livr tà.	I took my books.
6.	I)	À ye kar tà.	He took the bus.
	a)	I yiè mùn kɛ̀?	What did you do?
	b)	N ye kar tà.	I took the bus.

7.	I)	À tara lèkɔl là.	He arrived at school.
	a)	I yìè mùnkɛ̀?	What did you do?
	b)	N tara lèkɔl là.	I arrived at school.
8.	I)	À dùòna kla̍s kɔ̍nɔ.	He entered the classroom.
	a)	I yìè mùn kɛ̀?	What did you do?
	b)	N dùòna kla̍s kɔ̍nɔ.	I entered the classroom.
9.	I)	À ye a sìgì / À sìgìrà.	He sat down.
	a)	I yìè mùn kɛ̀?	What did you do?
	b)	N ye n sìgì.	I sat down.
10.	I)	À ye livr da̍yɛ̀lɛ.	He took his books.
	a)	I yìè mùn kɛ̀?	What did you do?
	b)	N ye livr da̍yɛlɛ̀.	I took my books.
11.	I)	À ye metri làmɛn.	He listened to the teacher.
	a)	I yìè mùn kɛ̀?	What did you do?
	b)	N ye metri làmɛn.	I listened to the teacher.
12.	I)	À ye sɛbɛni kɛ̀.	He took notes.
	a)	I yìè mùn kɛ̀?	What did you do?
	b)	N ye sɛbɛni kɛ̀.	I took notes.

I - Instructor	a - First student	b - Second student
I) The instructor says what he has done.		I woke up at 7:00.
a) 'a' asks 'b'		What did he do?
b) 'b' answers		He woke up at 7:00.

I - Instructeur	a - premier étudiant	b - deuxième étudiant
I) L'instructeur dit ce qu'il a fait.		Je me suis levé à 7 h.
a) 'a' demande à 'b'		Qu'est-ce qu'il a fait?
b) 'b' rèpond		Il s'est levé à 7 h.

1.	I)	N kununa sɛt ɛr là.	I woke up at 7:00.
	a)	À ye mùn kɛ̀?	What did he do?
	b)	À kununa sɛt ɛr là.	He woke up at 7:00.
2.	I)	N ye n nyɛ kò.	I washed my face.
	a)	À ye mùn kɛ̀?	What did he do?
	b)	À ye‿à nyɛ kò.	He washed his face.
3.	I)	N salilâ.	I prayed.
	a)	À ye mùn kɛ̀?	What did he do?
	b)	À salilâ.	He prayed.
4.	I)	N ye d(à)rà ka dn̍.	I had breakfast.
	a)	À ye mùn kɛ̀?	What did he do?
	b)	À ye d(à)rà ka dn̍.	He had breakfast.
5.	I)	N ye n ka livr tà.	I took my books.
	a)	À ye mùn kɛ̀?	What did he do?
	b)	À ye à ka livr tà.	He took his books.
6.	I)	N ye kar tà.	I took the bus.
	a)	À ye mùn kɛ̀?	What did he do?
	b)	À ye kar tà.	He took the bus.
7.	I)	N tara lèkɔl là.	I arrived at school.
	a)	À ye mùn kɛ̀?	What did he do?
	b)	À tara lèkɔl là.	He arrived at school.
8.	I)	N dùòna kla̍s kɔ̍nɔ.	I entered the classroom.
	a)	À ye mùn kɛ̀?	What did he do?
	b)	À dùòna kla̍s kɔ̍nɔ.	He entered the classroom.
9.	I)	N ye n sìgì.	I sat down.
	a)	À ye mùn kɛ̀?	What did he do?
	b)	À ye à sigi.	He sat down.
10.	I)	N ye livr dayɛ̀lɛ̀.	I opened my books.
	a)	À ye mùn kɛ̀?	What did he do?
	b)	À ye livr dayɛ̀lɛ̀.	He opened his books.

11. I) N ye metri làmɛn.	I listened to the teacher.
a) À ye mùn kɛ̀?	What did he do?
b) À ye metri làmɛn.	He listened to the teacher.
12. I) N ye sɛbɛnin kɛ̍.	I took notes.
a) À ye mùn kɛ̀?	What did he do?
b) À ye sɛbɛnin kɛ̍.	He took notes.

Maintenant, l'instructeur pose les questions aux élèves et ceux-ci doivent répondre en disant ce qu'eux-même ou leurs amis ont réellement fait. Faire cela aussitôt que l'unité 2 est terminée, mais reprendre les mêmes questions les jours suivants pour quelques minutes de conversation libre.

The instructor should now ask the students questions, and the students should reply according to what they or their friends have actually done. This should be done as soon as the class has completed Unit 2, but the same questions should be used for a few minutes of free conversation on the days that follow.

1. Kununa tùma jùmân?	At what time did you wake up?
2. N ye d(à)ràka dn̍ tùma jùmân?	At what time did you have breakfast?
3. I ye kar tà wit ɛr la̍ wà?	Did you take the bus at 8:00?
4. I ye‿i ka livr tà wà?	Did you take your books.
5. I tɛrikɛ dǹ. À yeà ka livr tà wà?	And your friend did he take his books?

6.	I tara lèkɔl là wit ɛr e dimi la̍ wà?	Did you go to school at 8:30?
7.	I tɛrikɛ dùòna kla̍s kɔ̍nɔ tùma jùmân?	At what time did your friend enter the classroom?
8.	I ka metri ye livr dayɛ̀lɛ̀ wà?	Did the teacher open his books?
9.	I tɛrikɛ ye̍ mɛtri làmɛn wà?	Did your friend listen to the teacher?
10.	A ye sɛbɛnin kɛ̀ wà?	Did he take notes?

BAMBARA BASIC COURSE

Units 3-4

FOREIGN SERVICE INSTITUTE
Washington, D. C.
1963
DEPARTMENT OF STATE

UNIT 3

Sec. 1 An action chain, completed actions.

1.	N kununa joona.	I woke up early.
2.	N ye n nyɛ kò.	I washed my face.
3.	N ye n‿ka fìni dòn.	I put on my clothes.
4.	N ye kafe mìn.	I drank coffee.
5.	N ye ~~nga~~ n‿ka mobili tà.	I got my car.
6.	N tara bara là.	I went to work.
7.	N dùòna bìró kɔnɔ.	I entered the office.
8.	N ye n‿ka vɛstì dìlon.	I hung up my coat.
9.	N ye n sìgì tàbal là.	I sat down at my table/desk.

Sec. 2 First and second person singular subjects.

1.	N kununa joona.	I woke up early.
	I kununa joona.	You woke up early.
2.	N ye n nyɛ kò.	I washed my face.
	I ye i nyɛ kò.	You washed your face.
3.	N ye n‿ka fìni dòn.	I put on my clothes.
	I ye i ka fìni dòn.	You put on your clothes.
4.	N ye kafe mìn.	I drank coffee.
	I ye kafe mìn.	You drank coffee.
5.	N ye n‿ka mobili tà.	I got my car.
	I ye i ka mobili tà.	You got your car.
6.	N tara bara là.	I went to work.
	I tara bara là.	You went to work.
7.	N dùòna bìro kɔnɔ.	I entered the office.
	I dùòna bìro kɔnɔ.	You entered the office.
8.	N ye n‿ka vɛstì dìlon.	I hung up my coat.
	I ye i ka vɛstì dìlon.	You hung up your coat.

9. N ye n sìgì tàbal là.	I sat down at the desk.
I ye i sigi tàbal là.	You sat down at the desk.

Aide mémoire.

Le pronom de la première personne du singulier est /_____ / et celui de la deuxième personne est /____ /. Leurs tons sont ________.

Reminder.

The pronoun for the first person singular is /______ / and the one for the second person singular is /______ /. Their tones are _________.

Sec. 3 First and third person singular subjects.

1. N kununa joona.	I woke up early.
À kununa joona.	He woke up early.
2. N ye n nye kò.	I washed my face.
À ye‿à nye kò.	He washed his face.
3. N ye n‿ka fìni dòn.	I put on my clothes.
À ye‿à ka fìni dòn.	He put on his clothes.
4. N ye kafe mìn.	I drank coffee.
À ye kafe mìn.	He drank coffee.
5. N ye n‿ka mobili tà.	I got my car.
À ye‿à ka mɔbili tà.	He got his car.
6. N tara bara là.	I went to work.
À tara bara là.	He went to work.
7. N dùòna bíro kɔ́nɔ.	I entered the office.
À dùòna bíro kɔ́nɔ.	He entered the office.
8. N ye n‿ka vɛsti dìlon.	I hung up my coat.
À ye‿à ka vɛsti dìlon.	He hung up his coat.
9. N ye n sìgì tàbal là.	I sat down at ~~my~~ the table/desk.
À ye‿à sìgì tàbai là.	He sat down at ~~his~~ the table/desk.

Aide mèmoire.	Reminder.
Le pronom de la troisième personne du singulier est /_____ /. Son ton est __________.	The pronoun for the third person singular is /_____ /. Its tone is ___________.

Sec. 4 First, second and third person singular subjects.

1. À ye‿à ka fìni dòn joona.	He put on his clothes early.
E dǹ? I ye‿i ka fìni dòn joona wa?	And you? Did you put on your clothes early?
N ye n‿ka fìni dòn joona.	I put on my clothes early.
2. À ye‿à ka kafe mìn.	He drank his coffee.
E dǹ? I ye‿i ka kafe mìn wà?	And you? Did you drink your coffee?
N ye n‿ka kafe mìn.	I drank my coffee.
3. À ye‿à ka mobili tà.	He took his car.
E dǹ? I ye‿i ka mobili tà wà?	And you? Did you take your car?
N ye n‿ka mobili tà.	I took my car.
4. À dùòna à ka bìro kɔ̀nɔ.	He entered his office.
E dǹ? I ~~ye~~ dùòna i ka bìro kɔ̀nɔ wa?	And you? Did you enter your office?
N dùòna n‿ka bìro kɔ̀nɔ.	I entered my office.
5. À ye‿à ka vɛsti dìlon.	He hung up his coat.
E dǹ? I ye‿i ka vɛsti dìlon wà?	And you? Did you hang up your coat?
N ye n‿ka vɛsti dìlon.	I hung up my coat.

Sec. 5 First and second person singular and first person plural subjects.

1. N kununa joona.	I woke up early.
I kununa joona.	You woke up early.
Aun kununa joona.	We woke up early.

2.	N ye n nyɛ kò.	I washed my face.
	I ye i nyɛ kò.	You washed your face.
	Aun ye aun nyɛ kò.	We washed our faces.
3.	N ye kafe mìn.	I drank coffee.
	I ye kafe mìn.	You drank coffee.
	Aun ye kafe mìn.	We drank coffee.
4.	N ye n ka fìni dòn.	I put on my clothes.
	I ye i ka fìni dòn.	You put on your clothes.
	Aun ye aun ka fìni dòn.	We put on our clothes.
5.	N ye n ka mobili tà.	I got my car.
	I ye i ka mobili tà.	You got your car.
	Aun ye aun ka mobili tà.	We got our car.
6.	N tara bara là.	I went to work.
	I tara bara là.	You went to work.
	Aun tara bara là.	We went to work.
7.	N dùòna bìro kɔ́nɔ.	I entered the office.
	I dùòna bìro kɔ́nɔ.	You entered the office.
	Aun dùòna bìro kɔ́nɔ.	We entered the office.
8.	N ye na ka vɛstì dìlon.	I hung up my coat.
	I ye i ka vɛstì dìlon.	You hung up your coat.
	Aun ye aun ka vɛstì dìlon.	We took our coats.
9.	N ye n sìgì tàbal là.	I sat down at my desk.
	I ye i sìgì tàbal là.	You sat down at your desk.
	Aun ye aun [illegible] sìgì tàbal là.	We sat down at our desks.

Le pronom de la première personne du pluriel est /____ /. Son ton est __________.

The first person plural pronoun is /_____ /. Its tone is ___________.

De même qu'au singulier, le même mot sert à la fois de pronom sujet et de ________.

As in the singular, the same word serves both as subject pronoun and as a __________.

Sec. 6 Answers with '...too'.

1. N kununa joonà.	I woke up early.
Aùn fána kununa joonà.	We woke up early too.
2. N ye kafe mìn.	I drank coffee.
Aùn fána ye kafe mìn.	We drank coffee too.
3. N tara bara là.	I went to work.
Aùn fána tara bara là.	We went to work too.
4. N dùòna bìro kɔ́nɔ.	I entered the office.
Aùn fána dùòna bìro kɔ́nɔ.	We entered the office too.
5. N ye n sìgì tàbal là.	I sat at the table.
Aùn fána ~~sìgìrá tàbàlí~~ là. ye aun sigi tàbal	We sat at the table too.
6. N salilá.	I prayed.
Aùn fána salilá.	We prayed too.
7. N ye kar tà.	I took the car.
Aùn fána ye kar tà.	We took the car too.
8. N ye n ka vɛstì dìlon.	I hung up my coat.
Aùn fána ye aùn ka vɛstì dìlon.	We hung up our coats too.

Le mot qui correspond à 'aussi' est /_____ /. Il est placé entre le ________ et le ____________.

The word that corresponds to 'too' is /_______ /. It occurs between the ________ and the _______________.

Sec. 7 First and second person plural subjects.

1.	Aun kununa jona.	We woke up early.
	Au kununa jona.	You woke up early.
2.	Aun ye‿aun nyɛ kò.	We washed our faces.
	Au ye‿au nyɛ kò.	You washed your face.
3.	Aun ye‿aun‿ka fìni dòn.	We put on our clothes.
	Au ye‿au ka fìni dòn.	You put on your clothes.
4.	Aun ye kafe mìn.	We drank coffee.
	Au ye kafe mìn.	You drank coffee.
5.	Aun ye‿aun ka mobili tà.	We got my car.
	Au ye‿au ka mobili tà.	You got your car.
6.	Aun tara bara là.	We went to work.
	Au tara bara là.	You went to work.
7.	Aun dùòna bìro kɔ́nɔ.	We entered the office.
	Au dùòna bìro kɔ́nɔ.	You entered the office.
8.	Aun ye‿aun‿ka vɛstí dìlon.	We hung up our coats.
	Au ye‿au ka vɛstí dìlon.	You hung up your coats.
? 9.	Aun ye ~~n~~ aun sigì tàbal là.	We sat down at the desk.
	Au ye ~~(au)~~ sìgì tàbal là.	You sat down at the desk.

La deuxième personne du pluriel est /_______/. Son ton est __________.

The second person plural is /________/. Its tone is ___________.

Sec. 8 First and second person plural subjects.

1.	Au kununa jona?	Did you wake up early?
	Ɔ̀hɔ, aun kununa jona.	Yes, we woke up early.
2.	Au ye‿au nyɛ kò?	Did you wash your faces?
	Ɔ̀hɔ, aun ye‿aun nyɛ kò.	Yes, we washed our faces.

NB yes-no Q inton!

3. Au ye au ka fìni dòn?	Did you put on your clothes?
ɔ̀hɔ, aun ye aun‿ka fìni dòn.	Yes, we put on our clothes?
4. Au ye kafe mìn?	Did you drink coffee?
ɔ̀hɔ, aun ye kafe mìn.	Yes, we drank coffee.
5. Au ye‿au ka mobili tà?	Did you take your car?
ɔ̀hɔ, aun ye‿aun‿ka mobili tà.	Yes, we took our car.
6. Au tara bara là?	Did you go to work?
ɔ̀hɔ, aun tara bara là.	Yes, we went to work.
7. Au dùòna bìro kɔ̇nɔ?	Did you enter the office?
ɔ̀hɔ, aun dùòna bìro kɔ̇nɔ.	Yes, we entered the office.
8. Au ye‿au ka vɛstī dìlon?	Did you hang up your coats?
ɔ̀hɔ, aun ye‿aun‿ka vɛstī dìlon.	Yes, we hung up our coats.
9. Au ye‿au sìgì tàbal là?	Did you sit down at your desks?
ɔ̀hɔ, aun ye‿aun sìgì tàbal là.	Yes, we sat down at our desks.

Sec. 9 Third person plural subject.

L'instructeur dit:	Ù kununa ⓙona.
L'élève 'a' à l'élève 'b':	Ù ye mùn kɛ̀?
L'élève 'b' répond:	Ù kununa ⓙona.
Instructor says:	They woke up early.
Student 'a' to student 'b'.	What did they do?
Student 'b' answers.	They woke up early.

1. Ù kununa ⓙona.	They woke up early.
Ù ye mùn kɛ̀?	What did they do?
Ù kununa ⓙona.	They woke up early.
2. Ù ye‿ù nyɛ kò.	They washed their faces.
Ù ye mùn kɛ̀?	What did they do?
Ù ye‿ù nyɛ kò.	They washed their faces.

NB!

3. ù ye‿ù ka fìni dòn.	They put on their clothes.
ù ye mùn kɛ̀?	What did they do?
ù ye‿ù ka fìni dòn.	They put on their clothes.
4. ù ye kafe mìn.	They drank coffee.
ù ye mùn kɛ̀?	What did they do?
ù ye kafe mìn.	They drank coffee.
5. ù ye‿ù ka mobili tà.	They took their car.
ù ye mùn kɛ̀?	What did they do?
ù ye‿ù ka mobili tà.	They took their car.
6. ù tara bara là.	They went to work.
ù ye mùn kɛ̀?	What did they do?
ù tara bara là.	They went to work.
7. ù dùòna bìro kɔ̀nɔ.	They entered the office.
ù ye mùn kɛ̀?	What did they do?
ù dùòna bìro kɔ̀nɔ.	They entered the office.
8. ù ye‿ù ka vɛstì dìlon.	They hung up their coats.
ù ye mùn kɛ̀?	What did they do?
ù ye‿ù ka vɛstì dìlon.	They hung up their coats.
9. ù ye‿ù sìgì tàbal là.	They sat down at their desks.
ù ye mùn kɛ̀?	What did they do?
ù ye‿ù sìgì tàbal là.	They sat down at their desks.

La troisième personne du pluriel est /______/. Son ton est __________.

The third person plural is /________/. Its tone is ______________.

Dans l'expression /ù ye mùn kɛ/ 'qu'ont-ils fait?'

In the expression /ù ye mun kɛ/ 'What did they do?' the

le mot /kɛ/ correspond à 'fait'. Le mot /______ / signifie probablement 'que'.

word /kɛ/ corresponds to 'do'. The word /______ / probably means 'what'.

Sec. 10 Second and third person plural subjects.

ulúu ??

kɔ ??

1. Au kununa siz ɛr là.	You woke up at 6:00.
ù lu dùn?	And they?
ù kununa o tèmènɛ kò.	They woke up later.
2. Au ye au ka fìni dòn sɛt ɛr là.	You got dressed at 7:00.
ù lu dùn?	And they?
ù ye ù ka fìni dòn o tèmènɛ kò.	They got dressed later.
3. Au ye kafe mìn sɛt ɛr e dimi là.	You drank coffee at 7:30.
ù lu dùn?	And they?
ù ye kafe mìn o tèmènɛn kò.	They drank coffee later.
4. Au ye au ka mobili tà wit ɛr là.	You took your car at 8:00.
ù lu dùn?	And they?
ù ye ù ka mobili tà o tèmènɛ kò.	They took their car later.
5. Au tara bara là jbona.	You went to work early.
ù lu dùn?	And they?
ù tara bara là o tèmènɛ kò.	They went to work later.
6. Au dùòna bìro kɔ́nɔ nɛv ɛr là.	You entered the office at 9:00.
ù lu dùn?	And they?
ú dùòna bìro kɔ́nɔ o tèmènɛ kò.	They entered the office later.

Dans les exemples précédents on trouve la syllabe /______ /

In the sentences in this section, the syllable ______

entre le pronom /à/ et le mot /dòn/. Nous avous dejà eu un cas analogue à la 3 personne du _______. 'Et lui' se traduisait par /_______ /.	occurs between the pronoun /à/ and the word /dòn/. This is analogous to the case of the third person _________. 'And what about him?' was translated by /_________ /.

Sec. 11 Third person singular and third person plural subjects.

1.	À ni‿à tɛrikɛ kununa joona wà?	Did he and his friend wake up early?
	ɔ̀hɔ, ù kununa joona.	Yes, they woke up early.
2.	À ni‿à tɛrikɛ ye‿ù nyɛ kò wà?	Did he and his friend wash their faces?
	ɔ̀hɔ, ù ye‿ù nyɛ kò.	Yes, they washed their faces.
3.	À ni‿à tɛrikɛ ye‿ù ka fìni dòn wà?	Did he and his fri put on their clo. .s?
	ɔ̀hɔ, ù ye‿ù ka fìni dòn.	Yes, the put on their clothes.
4.	À ni‿à tɛrikɛ ye kafe mìn wà?	Did he and his friend drink coffee?
	ɔ̀hɔ, ù ye kafe mìn.	Yes, they drank coffee.
5.	À ni‿à tɛrikɛ ye‿ù ka mobili tà wà?	Did he and his friend take their car?
	ɔ̀hɔ, ù ye‿ù ka mobili tà.	Yes, they took their car.
6.	À ni‿à tɛrikɛ tara bara là wà?	Did he and his friend go to work?
	ɔ̀hɔ, ù tara bara là.	Yes, they went to work.
7.	À ni‿à tɛrikɛ dùòna bìro kɔ́nɔ wà?	Did he and his friend enter the office?
	ɔ̀hɔ, ǔ dùòna bìro kɔ́nɔ.	Yes, they entered the office.

[¯ - -]

8. À ni à tɛrikɛ ye ù ka vɛstì dìlon wà?	Did he and his friend hang their coats?
Òhɔ, ù ye ù ka vɛstì dìlon.	Yes they hung their coats.
9. À ni à tɛrikɛ ye ù sìgì tàbal là wà?	Did he and his friend sit at the desk?
Òhɔ, ù ye ù sìgì tàbal là.	Yes, they sat at the desk.

Le mot qui correspond à 'et' est /______/. Son ton est ______.

The word that corresponds to 'and' is /______/. Its tone is ______.

Sec. 12 First, second and third person plural subjects.

L'instructeur s'adresse à l'élève 'a':	Ù kununa joona.
L'élève 'a' aux élèves 'a', 'b', 'c'...	Au ye mùn kɛ̀?
L'élève 'b' répond:	Aun kununa joona.

Instructor speaking to 'a':	They woke up early.
'a' to student 'b', 'c', 'd'...	What did you do?
'b' answers:	We woke up early.

1. Ù kununa joona.	They woke up early.
Au ye mùn kɛ̀?	What did you do?
Aun kununa joona.	We woke up early.
2. Ù ye ù nyɛ kò.	They washed their faces.
Au ye mùn kɛ̀?	What did you do?
Aun ye aun nyɛ kò.	We washed our faces.

NB mun KE here + elsewhere is [mid level]

3.	Ù ye ù ka fìni dòn.	They put on their clothes.
	Au ye mùn kɛ̀?	What did you do?
	Aun ye aun ka fìni dòn.	We put on our clothes.
4.	Ù ye kafe mìn.	They drank coffee.
	Au ye mùn kɛ̀?	What did you do?
	Aun ye kafe mìn.	We drank coffee.
5.	Ù ye ù ka mobili tà.	They took their car.
	Au ye mùn kɛ̀?	What did you do?
	Aun ye aun ka mobili tà.	We took our car.
6.	Ù tara bara là.	They went to work.
	Au ye mùn kɛ̀?	What did you do?
	Aun tara bara là.	We went to work.
7.	Ù dùòna bìro kɔnɔ.	They entered the office.
	Au ye mùn kɛ̀?	What did you do?
	Aun dùòna bìro kɔnɔ.	We entered the office.
8.	Ù ye ù ka vɛstì dìlon.	They hung up their jackets.
	Au ye mùn kɛ̀?	What did you do?
	Aun ye aun ka vɛstì dìlon.	We hung up our jackets.
9.	Ù ye ù sìgì tàbal là.	They sat down at their desks.
	Au ye mùn kɛ̀?	What did you do?
	Aun ye aun sìgì tàbal là.	We sat down at our desks.

Sec. 13 First person singular: Negative, perfective.

1.	N kununa joona.	I woke up early.
	M ma kunu joona.	I didn't wake up early.
2.	N ye n nyɛ kò.	I washed my face.
	M ma n nyɛ kò.	I didn't wash my face.
3.	N ye kafe mìn.	I drank coffee.
	M ma kafe mìn.	I didn't drink coffee.

4. N tara bara là.	I entered the office.
M ma ta bara là.	I didn't enter the office.
5. N salila.	I prayed.
M ma sali.	I didn't pray.
6. N ye dàràka dún.	I had breakfast.
M ma dàràka dún.	I didn't have breakfast.
7. N ye n‿ka livr tà.	I took my books.
M ma n‿ka livr tà.	I didn't take my books.
8. N ye sɛbɛnin kɛ̀.	I took notes.
M ma sɛbɛnin kɛ̀.	I didn't take notes.
9. N ye mɛtri lámɛ̀n.	I listened to the teacher.
M ma mɛtri lámɛ̀n.	I didn't listen to the teacher.

Dans toutes les phrases négatives précédentes, la particule /______/ suit immédiatement le pronom sujet. Le ton de cette particule est ________. Dans les phrases 1, 4 et 5 contenant des verbes _______ la dernière syllabe du verbe est ________. Dans les autres phrases (2, 3, 6, 7, 8, 9) contenant des verbes ________ la particule /______/ qui existe au present affirmatif est omise.

In all the preceding negative sentences, the particle /_____/ immediately follows the subject pronoun. The tone of this particle is ________. In sentences 1, 4, and 5, which contain _________ verbs, the verb in the negative sentences ________ a syllable which is present in the corresponding affirmative forms. In the other sentences, which contain ______ verbs, one does not find the particle /______/ which is present in the corresponding affirmative form.

I kūnuna jɔona wà?	Did you wake up early?
Àyi, m ma kūnu jɔonā.	No, I didn't wake up early.
I sālila wà?	Did you pray?
Àyi, m ma salī.	No, I didn't pray.
I tāra bara la wà?	Did you go to work?
Àyi m ma ta bara là.	No, I didn't go to work.
I tāra lèkɔl lá wà?	Did you go to school?
Àyi, m ma ta lèkɔl là.	No, I didn't go to school.
I dùòna bìro kɔ́nɔ wà?	Did you enter the office?
Àyi, m ma dòn bìro kɔ́nɔ.	No, I didn't enter the office.
I tɛrikɛ kúnuna jɔona wà?	Did your friend wake up early?
Àyi, à ma kunu jɔonā.	No, he didn't wake up early.
I tɛrikɛ yé kafe mín wà?	Did your friend drink coffee?
Àyi, à ma kafe mín.	No, he didn't drink coffee.
I tɛrikɛ yé kar tà wà?	Did your friend take the bus
Àyi, à ma kar tà.	No, he didn't take the bus.
I tɛrikɛ tára bara lá wà?	Did your friend go to work?
Àyi, à ma ta bara là.	No, he didn't go to work.
I tɛrikɛ tára lèkɔl lá wà?	Did your friend go to school?
Àyi, à ma ta lèkɔl là.	No, he didn't go to school.
I tɛrikɛ yé sɛbɛni kɛ́ wà?	Did your friend take notes/write?
Àyi, à ma sɛbɛni kɛ̀.	No, he didn't write take notes.
I tɛrikɛ sálila wà?	Did your friend pray?
Àyi, à ma salī.	No, he didn't pray.

Au̍ kununa siz ɛr la̍ wà?	Did you wake up at 6:00?
Ayi, au̍n ma kunu siz ɛr là.	No, we did not wake up at 6:00.
Au̍n kununa sɛt ɛr là.	We woke up at 7:00.
Au̍ ye dàràka duń sɛt ɛr là wà?	Did you have breakfast at 7:00?
Ayi, au̍n ma dàràka duń sɛt ɛr là.	No, we did not have breakfast at 7:00.
Au̍n ye dàràka duń wit ɛr là.	We had breakfast at 8.00.
Au̍ ye kar tà wit ɛr la̍ wà?	Did you take the bus at 8:00.
Ayi, au̍n ma kar tà wit ɛr là.	No, we did not take the bus at 8:00.
Au̍n ye kar tà nɛv ɛr là.	We took the bus at 9:00.
Au̍ tara lèkɔl la̍ wà?	Did you go to school?
Ayi, au̍n ma ta lèkɔl là.	No, we did not go to school.
Au̍n tara bara là.	We went to work.
Au̍ ye kafe mi̍n wà?	Did you drink coffee?
Ayi, au̍n ma kafe mi̍n.	No, we did not drink coffee.
Au̍n ye dàràka duń (du̍mu).	We had breakfast.
Au̍ dùòna kla̍s kɔ̍nɔ wà?	Did you enter the classroom?
Ayi, au̍n ma dòn klas kɔ̍nɔ.	No, we did not enter the classroom.
Au̍n dùòna bi̍ro kɔ̍nɔ.	We entered the office.
I kununa ɟoona bi̍ wà?	Did you wake up early today?
Òhɔ, n kununa sɛnk ɛr là.	Yes, I woke up at 5:00.
I ye‿i nyɛ kò tùmá (wakáti) ɟumân (ɟumȇn).	What time did you wash your face?
N ye‿i nyɛ kò sɛnk ɛr e dimi là.	I washed my face at 5:30.
I salila bi̍ wà?	Did you pray today?
Àyi m ma sali̍.	No, I didn't pray.

I dàraka dun [illegible]	Did you have breakfast?
Ayi m ma dàraka dun.	No, I didn't have breakfast.
N ye kafe mìn dɔrɔ̀n.	I drank coffee only.
I tara bara là joona wà?	Did you go to work early?
Òhɔ, n ka mobili tà.	Yes, I took my car.
I ye i ka vesti tà wâ?	Did you take your coat?
Àyi m ma vesti tà.	No, I didn't take my coat.
Amadu kununa wà?	Did Amadou wake up.
Àwo, à kununa.	Yes, he woke up.
À kununa wàkátì jùmân?	At what time did he wake up?
À kununa wit ɛr la.	He woke up at 8:00.
À ma kunu joona bì.	He didn't wake up early today.
À tara bara lá wà?	Did he go to work?
Ayi, à ma ta bara là.	No, he didn't go to work.
À tara lèkɔl là.	He went to school.
À ye vesti tà wà?	Did he take a coat?
Àyi à ye à ka livr tà dɔrɔ̀n.	No, he took just his book~~s~~.

Free conversation.

1. I kununa joona bi wa?	Did you wake up early today?
2. I kununa wàkatì jumân?	What time did you wake up?
3. I ye kafe mìn wà?	Did you drink coffee?
4. I tɛrikɛ yé dàràka dún wà?	Did your friend have breakfast?
5. I ye i ka mobili tà wà?	Did you take your car today?
6. I tɛrikɛ ye kar tà wà?	Did your friend take the bus?
7. I tára bara lá nɛv ɛr lá wà?	Did you go to work at 9:00?

8. I ye i ka vɛstì dìlon wà?	Did you hang up your coat?
9. I ye i ka livr dàyɛ̀‿lɛ wà?	Did you open your books?
10. I ye sɛbɛni kɛ̀ wà?	Did you take notes?

UNIT 4

Sec. 1 An action chain, completed actions.

1.	M ma kunu joona.	I didn't wake up early.
2.	N wulila wit ɛr là.	I got up at 8:00.
3.	N tùn teliara.	I hurried.
4.	M ma m buru dùn.	I didn't eat ~~my~~ bread.
5.	N kùngòlo be n dimi.	I had a headache.
6.	N ye fura tà.	I took pills.
7.	M ma kar tà joona.	I didn't take the bus early.
8.	N nàna retar là.	I came late.
9.	M ma nà wakati là.	I didn't arrive on time.
10.	N ye mɛtri fò.	I ~~said hello to~~ greeted the teacher.

Sec. 2 And he, and you........etc.

1.	N kununa joona.	I woke up early.
	À le dùn?	And he?
	À ma kunu joona.	He didn't wake up early.
2.	Aun wulila joona.	We got up early.
	Ù lu dùn?	And they?
	Ù ma wuli joona.	They didn't get up early.
3.	Aun ye kafe mìn.	We drank coffee.
	Au dùn?	And you?
	Aun ma kafe mìn.	We didn't drink coffee.
4.	N nàna wakati là.	I arrived on time.
	E dùn?	And you?
	M ma nà wakati là.	I didn't arrive on time.

5.	À nàna retar là.	He was late.
	Ne dùn?	And I?
	I ma nà retar là.	You were not late.
6.	Aun ye kar tà wit ɛr là.	We took the bus at 8:00.
	Au dùn?	And you?
	Aun fana kar tà wit ɛr là.	We didn't take the bus at 8:00.
7.	Au yè d(à)ràka dún.	You had breakfast.
	Ù lu u dùn?	And they?
	Ù ma d(à)ràka dún.	They didn't have breakfast.

Sec. 3

1.	Au kununa joona wà?	Did you wake up early?
	ʎyi, aun ma kunu joona.	No, we didn't wake up early.
2.	Au wulila wit ɛr lá wà?	Did you get up at 8:00?
	ʎyi, aun ma wuli wit ɛr là.	No, we didn't get up at 8:00.
3.	Au tùn teliara wà?	Did you hurry?
	ʎyi, aun ma telia.	No, we didn't hurry.
4.	Au ye au ka mburu dún wà?	Did you eat your bread?
	ʎyi, aun ma aun ka mburu dún.	No, we didn't eat our bread.
5.	Au ye fura tà wà?	Did you take pills?
	ʎyi, aun ~~ye~~ ma fura tà.	No, we didn't take pills.
6.	Au ye kar tà joona wà?	Did you take the bus early?
	ʎyi, aun ma kar tà.	No, we didn't take the bus early.
7.	Au nàna retar lá wà?	Did you arrive late?
	ʎyi, aun ma nà retar là.	No, we didn't arrive late.
8.	Au nàna wakati lá wà?	Did you arrive on time?
	ʎyi, aun ma nà wakati là.	No, we didn't arrive on time.

9.	Au ye au ka vesti dìlon wà?	Did you hang up your coats?
	Àyi, aun ma aun ka vesti dìlon.	No, we didn't hang up our coats.
10.	Au ye au sìgì tàbal là wà?	Did you sit down?
	Àyi, aun ma aun [illegible] sìgì tàbal là.	No, we didn't sit down.

Sec. 4

1.	M ma kunu joona. À le dùn?	I didn't wake up early. And he?
	À fana ma kunu joona.	He didn't wake up early either.
2.	N wulila wit ɛr là. À le dùn?	I got up at 8:00. And he?
	À fana wulila wit ɛr là.	He got up at 8:00 too.
3.	N tùn teliara. À le dùn?	I hurried. And he?
	À fana tùn teliara.	He hurried too.
4.	M ma mburu dun. À le dùn?	I didn't eat bread. And he?
	À fana ma [illegible] mburu dun.	He didn't eat bread either.
5.	N kùngòlo bɛ n dimi. À le dùn?	I ~~had~~ have a headache. And he?
	À fana kùngòlo bɛ a dimi.	He ~~had~~ has a headache too.
6.	N ye fura tà. À le dùn?	I took pills. And he?
	À fana ye fura tà.	He took pills too.
7.	M ma kar tà joona. À le dùn?	I didn't take the bus early. And he?
	À fana ma kar tà joona.	He didn't take the bus early either.
8.	N nàna retar là. À le dùn?	I came late. And he?
	À fana nàna retar là.	He came late too.
9.	M ma nà wàkati là. À le dùn?	I didn't arrive on time. And he?
	À fana ma nà wàkati là.	He didn't arrive on time either.
10.	N ye mɛtri fò. À le dùn?	I said hello to the teacher. And he?
	À fana ye mɛtri fò.	He said hello to the teacher too.

Sec. 5

Instructor to 'a'	Did you wake up early today?
'a' answers	Yes, I woke up early.
'a' to 'b'	And you?
'b' answers	No, I didn't wake up early.

L'instructeur demande à 'a'	I kununa joona bì wà?
'a' répond	Ɔ̀hɔ, n kununa joona bì.
'a' demande à 'b'	E dùn?
'b' répond	Àyi, m ma kunu joona bì.

1.	I kununa joona bì wà?	Did you wake up early today?
	Ɔ̀hɔ, n kununa joona bì. E dùn?	Yes, I woke up early today. And you?
	Àyi, m ma kunu joona bì.	No, I didn't wake up early today.
2.	I wulila wit ɛr là wà?	Did you get up at 8:00?
	Ɔ̀hɔ, n wulila wit ɛr là. E dùn?	Yes, I got up at 8. And you?
	Àyi, m ma wuli wit ɛr là.	No, I didn't get up at 8:00.
3.	I tùn teliara wà?	Did you hurry?
	Ɔ̀hɔ, n tùn teliarā. E dùn?	Yes, I hurried. And you?
	Àyi, m ma telia.	No, I didn't hurry.
4.	I ye kafe mìn wà?	Did you drink coffee?
	Ɔ̀hɔ, n ye kafe mìn. E dùn?	Yes, I drand coffee. And you?
	Àyi, m ma kafe mìn.	No, I didn't drink coffee.
5.	I ye fura tà wà?	Did you take ~~pills?~~ medicine?
	Ɔ̀hɔ, n ye fura tà. E dùn?	Yes, I took ~~pills~~ medicine. And you?
	Àyi, m ma fura tà.	No, I didn't take ~~pills~~ medicine.

6.	I tara bara la̍ bi̍ wà?	Did you go to work?
	Ɔ̀hɔ, n tara bara la̍ bi̍. E dùn?	Yes, I went to work. And you?
	Àyi, m ma ta bara la̍.	No, I didn't go to work.
7.	I ye kar tà wà?	Did you take the bus?
	Ɔ̀hɔ́, n ye kar tà. E dùn?	Yes, I took the bus. And you?
	Àyi, m ma kar tà.	No, I didn't take the bus.
8.	I nàna wàkati la̍ bi̍ wà?	Did you arrive on time?
	Ɔ̀hɔ, n nàna wākati la̍ bi̍. E dùn?	Yes, I arrived on time. And you?
	Àyi, m ma nà wākati là.	No, I didn't arrive on time.

Sec. 6

1.	Ʊ̀ kununa joona bi̍ wà?	Did they wake up early today?
	Àyi, ù ma kunu joona bi̍.	No, they didn't wake up early today.
2.	Ʊ̀ wulila wit ɛr la̍ wà?	Did they get up at 8:00?
	Àyi, ù ma wuli wit ɛr là.	No, they didn't get up at 8:00.
3.	Ʊ́ tùn teliarâ.	Did they hurry?
	Àyi, ù ma telia.	No, they didn't hurry.
4.	Ʊ̀ ye‿ù mburu du̍n wà?	Did they eat bread?
	Àyi, ù ma‿ù mburu du̍n.	No, they didn't eat bread.
5.	Ʊ̀ ye fura tà wà?	Did they take ~~pills~~ medicine?
	Àyi, ù ma fura tà.	No, they didn't take ~~pills~~ medicine.
6.	Ʊ̀ ye kar tà wà?	Did they take the bus?
omitted on tape →	Àyi, ù ma kar tà.	No, they didn't take the bus.
7.	Ʊ́ nàna retar la̍ wà?	Did they arrive late?
	Àyi, ù ma nà retar là.	No, they didn't arrive late.
8.	Ʊ́ nàna wākati la̍ wà?	Did they arrive on time?
	Àyi, ù ma nà wākati là.	No, they didn't arrive on time.

9. Ù ye mɛtri fò wà?	Did they ~~say hello~~ greet to the teacher.
ʎyi, ù ma mɛtri fò.	No, they didn't ~~say hello to~~ greet the teacher.

Sec. 7

1. N kununa ɟoona bì.	I woke up early today.
M bɛ kunu ɟoona kɔ̀rɔ̀len.	I usually wake up early.
2. N wulila wit ɛr là bì.	I got up at 8:00 today.
M bɛ wuli wit ɛr là kɔ̀rɔ̀len.	I usually get up at 8:00.
3. N salila bì.	I prayed today.
M bɛ sali kɔ̀rɔ̀len.	I usually pray.
4. N tara bara là nɛv ɛr là bì.	I went to work at 9:00 today.
M bi ta bara là nɛv ɛr là kɔ̀rɔ̀len.	I usually go to work at 9:00.
5. N nàna wakati là bì.	I arrived on time today.
M bi nà wakati là kɔ̀rɔ̀len.	I usually arrive on time.

A la forme affirmative imperfective on trouve la particule /_____ / entre le sujet et le verbe /_____ / /_____ / /_____ /.
Devant les verbes /_____ / et /_____ / on trouve la particule /bi/.
Le ton de cette particule est ___________.
A l'imperfectif on ne trouve pas à la fin du verbe la dernière syllabe qui existe à la

In the affirmative imperfective form, the particle /_____ / is found between the subject and the verb /_______ / /_______ / /_______ /.
Before the verbs /_______ / and /_______ /, the particle /bi/ is found. The tone of this particle is __________.
The last syllable of the perfective verb is not found at the end of the imperfective. This form of the verb is similar to

forme perfective. Cette forme du verbe est semblable à celle employée à la forme ________. Devant la consonne /b/ le pronom de la première personne du singulier est /______ / qui a toujours le ton ________.

that employed in the ______ form. The first person singular pronoun is /______ / before the consonant /b/. Its tone is always ___________.

Sec. 8 Imperfective affirmative of transitive verbs.

1.	N ye‸ⁿnyɛ kò siz ɛr la̍ bì.	I washed my face at 6:00.
	M bɛ‸ⁿnyɛ kò siz ɛr la̍ kɔ̀rɔ̀len.	I usually was my face at 6:00.
2.	N ye d(à)ràka du̍n joona bì.	I had breakfast early today.
	M bɛ d(à)ràka du̍n kɔ̀rɔ̀len.	I usually have breakfast early.
3.	N ye kafe mìn wit ɛr la̍ bì.	I drank coffee today.
	M bɛ kafe mìn wit ɛr la̍ kɔ̀rɔ̀len.	I usually drink coffee.
4.	N ye mobili tà bì.	I took my car today.
	M bɛ mobili tà kɔ̀rɔ̀len.	I usually take my car.
5.	N ye mɛtri fò bì.	I ~~said hello to~~ greeted the teacher today.
	M bɛ mɛtri fò kɔ̀rɔ̀len.	I usually ~~say~~ greet ~~hello to~~ the teacher.

same, or /ta/ is higher !!

La forme imperfective affirmative a aussi la particule /______ /. Mais on n'y trouve pas la particule /_______ /.

The affirmative imperfective form also has the particle /_______ /. But the particle /_______ / is not found.

Sec. 9 3rd. person perfective - imperfective.

1.	À kununa joona.	He woke up early.
	À bɛ kunu joona wà?	Does he wake up early usually?
2.	À wulila wit ɛr là.	He got up at 8:00.
	À bɛ wuli wit ɛr là wà?	Does he usually get up at 8:00.
3.	À tùn teliara.	He hurried.
	À bɛ telia wà?	Does he usually hurry?
4.	À ye mburu dún.	He ate bread.
	À bɛ mburu dún wà?	Does he usually eat bread?
5.	À ye fura tà.	He took ~~pills~~ medicine.
	À bɛ fura tà wà?	Does he usually take ~~pills~~ medicine?
6.	À ye kar tà joona.	He took the bus early.
	À bɛ kar tà joona wà?	Does he usually take the bus early?
7.	À nàna retar là.	He arrived late.
	À bɛ nà retar là wà?	Does he usually arrive late?
8.	À ye mɛtri fò.	He ~~said hello to~~ greeted the teacher.
	À bɛ mɛtri fò wà?	Does he usually ~~say hello to~~ greet the teacher?

Sec. 10

1.	I bɛ kunu joona wà?	Do you get up early?
	Àyi, ǹkà n kununa joona bì.	No, but I got up early today.
2.	I bɛ kafe min wà?	Do you drink coffee?
	Àyi, ǹkà n ye kafe min bì.	No, but I drank coffee today.
3.	I ~~ka~~ kùngòlo bɛ i dimi wà?	Do you have headaches?
	Àyi, ǹkà n kùngòlo bɛ n dimi bì. [´]	No, but I have a headache today.
4.	I bɛ fura tà wà? [-]	Do you take ~~pills~~ medicine?
	Àyi, ǹkà n ye fura tà bì.	No, but I took ~~pills~~ medicine today.

[- -] 5. I bɛ nà retar lá wà?	Do you arrive late?
[⌐] Àyi, ǹkà n nàna retar lá bì.	No, but I did arrive late today.
[⌐] 6. I bɛ sɛbɛnin kɛ́ wà?	Do you ~~take notes~~ write?
Àyi, ǹkà n ye sɛbɛnin kɛ́ bì.	No, but I ~~took notes~~ wrote today.

Dans ces phrases, le mot qui correspond à 'mais' est ________. Ses tons sont ______ ________.

In these sentences, the word that corresponds to 'but' is ____________. Its tones are _______ _______.

Sec. 11 Imperfective (3 pl.)

1. Ù ni‿ù tɛrikɛ bɛ́ kar tà joona wà?	Do they and their friends take the bus early?
Ɔ̀hɔ, ù bɛ kar tà joona.	Yes, they take the bus early.
2. I ni‿i tɛrikɛ bɛ́ kar tà joona wà?	Do you and your friends take the bus early?
Ɔ̀hɔ, aun bɛ kar tà joona.	Yes, we take the bus early.
3. À ni‿à tɛrikɛ bɛ́ kar tà joona wà?	Does he and his friend take the bus early?
Ɔ̀hɔ, ù bɛ kar tà joona.	Yes, they take the bus early.
4. Ù ni‿ù tɛrikɛ bɛ́ nà wakati lá wà?	Do they and their friends arrive on time?
Ɔ̀hɔ, ù bɛ nà wakati là.	Yes, they arrive on time.
5. À ni‿à tɛrikɛ bɛ nà wakati là wà?	Does he and his friend arrive on time?
Ɔ̀hɔ, ù bɛ nà wakati là.	Yes, they arrive on time.
6. I ni‿i tɛrikɛ bɛ́ nà wakati lá wà?	Do you and your friend arrive on time?
Ɔ̀hɔ, aun bɛ nà wakati là.	Yes, we arrive on time.
7. À ni‿à tɛrikɛ bɛ́ mɛtri fò wà?	Do you and your friend say hello to the teacher?
Ɔ̀hɔ, ù bɛ mɛtri fò.	Yes, we say hello to the teacher.

8. Ù ni ù tɔrikɛ bɛ́ mɛtri fò wà?	Do they and their friends say hello the the teacher?
Ɔ̀hɔ, ù bɛ mɛtri fò.	Yes, they say hello to the teacher.
9. I ni i tɔ̀rikɛ bɛ́ mɛtri fò wà?	Do you and your friend say hello to the teacher?
Ɔ̀hɔ, aun bɛ mɛtri fò.	Yes, we say hello to the teacher.

Sec. 12 Imperfective 3 pl. vs. 1st. pl.-

1. Ù bɛ kunu sɛt ɛr là.	They wake up at 7:00.
Au dùn?	And you?
Aun bɛ kunu o tèmènɛⁿ kɔ̀. vowel ɔ?	We wake up later.
2. Ù bɛ ù nyɛ ko sɛt ɛr e dimi là.	They wash their faces at 7:30.
Au dùn?	And you?
Aun bɛ aun nyɛ ko o tèmènɛⁿ kɔ̀?	We wash our faces later.
3. Ù bɛ d(à)ràka dùn ɟɔona.	They have breakfast early.
Au dùn?	And you?
Aun bɛ d(à)ràka dùn o tèmènɛⁿ kɔ̀?	We had breakfast later.
4. Ù bɛ kar tà wit ɛr là.	They take the bus at 8:00.
Au dùn?	And you?
Aun bɛ kar tà o tèmènɛⁿ kɔ̀?	We take the bus later.
5. Ù bɛ dòn biro kɔ̀nɔ nɛv ɛr là.	They arrive at the office at 9:00.
Au dùn?	And you?
Aun bɛ dòn biro kɔ̀nɔ o tèmènɛⁿ kɔ̀.	We arrive at the office later.

Sec. 13 Imperfective 2 pl. vs. 1 pl.

1.	Au bɛ wuli ɟoona wà?	Do you get up early?
	Ɔ̀hɔ, aun bɛ wuli ɟoona.	Yes, we get up early.
2.	Au bɛ ~~an~~ mburu du̍n wà?	Do you eat ~~your~~ bread?
	Ɔ̀hɔ, aun bɛ ~~an~~ mburu du̍n.	Yes, we eat ~~our~~ bread.
3.	Au bɛ kafe min wà?	Do you drink coffee?
	Ɔ̀hɔ, aun bɛ kafe min.	Yes, we drink coffee.
4.	Au bɛ‿au ka mobili ta wà?	Do you take your car?
	Ɔ̀hɔ, aun bɛ‿aun‿ka mobili tà.	Yes, we take our car.
5.	Au bɛ nà wakati là wà?	Do you arrive on time?
	Ɔ̀hɔ, aun bɛ nà wakati là.	Yes, we arrive on time.
6.	Au bɛ livr da̍yɛ̀lɛ wà?	Do you open your books?
	Ɔ̀hɔ, aun bɛ livr da̍yɛ̀lɛ̀.	Yes, we open our books.
7.	Au bɛ sɛbɛnin kɛ̍ wà?	Do you ~~take notes~~ do writing?
	Ɔ̀hɔ, aun bɛ sɛbɛnin kɛ̍.	Yes, we ~~take notes~~ do writing.

Sec. 14 Imperfective 2 pl. vs perfective 1 pl.

1.	Au bɛ wuli siz ɛr la̍ wà?	Do you get up at 6:00?
	Àyi, ǹkà aun wulila siz ɛr la̍ bi̍.	No, but we got up at 6:00 today.
2.	Au bɛ‿au nyɛ kò sɛt ɛr là wà?	Do you wash your faces at 7:00?
	Àyi, ǹkà aun ye‿aun nyɛ kò sɛt ɛr là bi̍.	No, but we washed our faces at 7:00 today.
3.	Au bɛ sali wà?	Do you pray?
	Àyi, ǹkà aun salila bi̍.	No, but we prayed today.
4.	Au bɛ d(à)ràka du̍n wit ɛr la̍ wà?	Do you have breakfast at 8:00?
	Àyi, ǹkà aun ye d(à)ràka du̍n wit ɛr la̍ bi̍.	No, but we had breakfast at 8:00 today.

5.	Au bɛ ta bara là joona wà?	Do you get to the office early?
	Àyi, ǹkà aun tara bara là joona bì.	No, but we went to the office early today.
6.	Au bɛ kar tà wà?	Do you take the bus?
	Àyi, ǹkà aun ye kar tà bì.	No, but we took the bus today.
7.	Au bɛ au sìgi wà?	Do you sit down?
	Àyi, ǹkà aun ye aun sìgi bì.	No, but we sat down today.
8.	Au bɛ au ka vɛsti dìlon wà?	Do you hang up your coats?
	Àyi, aun ye aun ka vɛsti dìlon bì.	No, but we hung them up today.

Sec. 15 Perfective vs. imperfective (3. pl.)

1.	Ù ye kafe min wà?	Did they drink coffee?
	Àyi, ǹkà ù bɛ kafe mìn.	No, but they usually drink coffee.
2.	Ù salila wà?	Did they pray?
	Àyi, ǹkà ù bɛ sali.	No, but they usually pray.
3.	Ù tara bara là joona wà?	Did they go to work early?
	Àyi, ǹkà ù bɛ ta bara là joona.	No, but they usually go to work early.
4.	Ù ye kar tà wà?	Did they take the bus?
	Àyi, ǹkà ù bɛ kar tà.	No, but they usually take the bus.
5.	Ù nàna wakati là wà?	Did they arrive on time?
	Àyi, ǹkà ù bɛ nà wakati là.	No, but they usually arrive on time.
6.	Ù ye sɛbɛnin kɛ̀ wà?	Did they take notes?
	Àyi, ǹkà ù bɛ sɛbɛnin kɛ̀.	No, but they usually take notes.

Comment utiliser les exercises de conversation.

Les exercises de conversation qui suivent les exercises systèmatiques contenus dans les Unités (6 et suivantes) ont pour but d'offrir une pratique guidée de conversation, sous forme de courts dialogues basés sur le vocabulaire et les pointes de grammaire déjà étuidiés.

La première colonne consiste en un résumé d'un rôle du dialogue. La colonne du milieu contient les expressions bambara qui correspondent à ce même rôle du dialogue. La troisième colonne contient l'autre rôle de la même conversation.

1. L'élève couvre la page de son livre à l'exception de la première colonne. L'instructeur laisse les trois colonnes de son livre à découvert. L'élève donne une expression bambara qui exprime en style direct les instructions données en style

A procedure for use with practice conversations.

The practice conversations which follow the systematic practice in Units _____ are intended to provide opportunities for guided practice in short connected dialogues. These materials contain no new words or grammatical features.

The first column consists of an English summary of one side of the dialogue. The middle column contains the Bambara expressions that are needed for that side of the dialogue. The third column contains the other side of the same conversation.

1. The student covers all of the page in his book except the first column. The tutor leaves all three columns in his book uncovered. The student gives a Bambara expression which carries out the first English instruction in Column 1.

indirect en anglais dans la première colonne. L'instructeur répond alors avec la ligne suivante de la troisième colonne de la conversation. L'étudiant écoute et comprend la phrase et répond suivant les directives données en anglais. Ils continuent ainsi juseu'à la fin du dialogue.	When he has done so, the tutor replies with the next line from the other side of the conversation. The student hears and understands this, and goes on to reply in accordance with the second English instruction. They proceed in this way to the end of the dialogue.
2. Recommencer en procédant de la même facon jusqu'à ce que l'élève puisse prendre le premier rôle du dialogue sans hésitations et sans fautes.	2. The above procedure should be repeated until the student can take the first side of the dialogue without hesitation and without mistakes.
3. L'instructeur doit ensuite prendre le premier rôle et l'élève doit prendre le rôle tenu auparavant par l'instructeur.	3. Then the tutor should take the first role, and the student should take the role formerly given to the tutor.
4. Les deux rôles sont tenus par des élèves.	4. Both roles in the dialogue are taken by students.

For Unit 5

You ask someone at what time he wakes up.	I bɛ kunu tùma jùmân?	M bɛ kunu siz ɛr e dimi là.
You ask at what time he gets up.	I bɛ wuli tùma jùmân?	M bɛ wuli sɛt ɛr là ǹkà n wulila wit ɛr lá bì.
You ask if he arrived on time.	I nàna wákati lá wà?	Àyi, ǹkà m bi nà wákati là kɔ̀rɔ̀len
You ask at what time he arrives.	I bi na tùma jùmân?	M bi nà wit ɛr e dimi là.
You state that you don't have headaches.	~~M bɛ~~ N kùngolo bɛ n dimi.	Hàkɛtò. À fɔ tugunin. I ye fura tà wà?

Tell someone that you hurried today.	'N tun teliara bi.'	
Ask if your pronunciation is correct.	*N nɛ́n kányi wà?*	
		I ka fɔ́ n kɔ.
		À lamɛn kɔsɔbɛ. [?]
		'N tùn teliara bì.'
Repeat that you hurried today.	'N tùn teliara bì.'	
Ask if your pronunciation is correct.	N nɛ̀n kanyi wà?	
		I kumakan kà fu‿sà.

Belongs in a later unit! Not in #5! You ask someone where Hassan works.	Hasani bɛ bara kɛ min?	
		A bɛ bara kɛ 'hopital' là.
You ask if he's a doctor.	Mɛdesɛn do wa?	
		Àyi, a ba ka mɛdesɛn dɛmɛn.
You ask if he's been there long.	A be y$\overset{a}{e}$n amɛna wa?	
		Àyi, à be yen san kelen dɔrɔn.

ou ask if he lives at the hospital.	À bɛ ì 'hôpital' la wa?	
		Àyi, à bɛ sìa ka so.
You say you've heard Abdul is a merchant.	Ko Abdul ye jagikɛla, ye wa?	
		Òhɔ, finiferela do.
~~You ask if he sells at the Bamako market.~~	~~À bɛ fère Bamakɔ sugu la wa?~~	
		~~Àyi, à bɛ fere Kita sugu là.~~
~~You ask someone if he is a merchant.~~	~~I bɛ jagokɛla don wa?~~	
		~~M bɛ jagokɛla flɛ d~~
		~~Kasun ni à terikɛ ye jagokɛla do.~~
~~You ask if Kassoum has been a merchant long.~~	~~Kasun bɛ jagokɛla amɛna wa?~~	

Belongs with a later unit ↑

Part of Unit 4 ↓

QUESTIONS

1. I kununa tùma jùmân bì [illegible]? At what time did you wake up today?

2. I bɛ kunu tùma juman kòròlen [illegible]? At what time do you usually wake up?

3.	I wulila sɛt ɛr là bi wà?	Did you get up at 7:00 today?
4.	I bɛ wuli joona wà?	Do you usually wake up early?
5.	I tɛrikɛ bɛ kar tà wà?	Does your friend take the bus?
6.	I tɛrikɛ ye kar tà wà?	Did your friend take the bus?
7.	I nàna wakati là wà?	Did you arrive on time?
8.	I bɛ nà wakati là wà?	Do you usually arrive on time?
9.	I bɛ mɛtri fò kɔ̀rɔ̀len wà?	Do you usually say hello to the teacher?
10.	I bɛ sɛbɛnin kɛ wà?	Do you take notes?

BAMBARA BASIC COURSE

Units 5-6

FOREIGN SERVICE INSTITUTE

Washington, D. C.

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DEPARTMENT OF STATE

UNIT 5

Sec. 1 New sentences.

1.	M bi ta sugú lǎ bì.	I am going to the market today.
2.	M bɛ fìni sàn.	I am going to buy clothes.
3.	M bɛ sɛ̀ɛ sàn.	I am going to buy a chicken.
4.	M bɛ da nɔghɔmân nyinin.	I am looking for the less expensive.
5.	M bɛ mangòrô fana sàn.	I am also buying mangoes.
6.	M bi ta ni warî caamân ye.	I am bringing enough money with me.
7.	M bi ta ni dɔrɔmɛ kɛ̀mɛ̀ ye.	I will bring 500 Fr.

Sec. 2

1.	À kununa joona kûnùn wà?	Did he get up early yesterday?
	Àyi, à ma kunu joona kûnùn.	No, he did not get up early yesterday.
2.	À tara sugu là kûnùn wà?	Did he go to the market yesterday?
	Àyi, à ma ta sugu là kûnùn.	No, he didn't go to the market yesterday.
3.	À ye fìni sàn kûnùn wà?	Did he buy clothes yesterday?
	Àyi, à ma fìni sàn kûnùn.	No, he didn't buy clothes yesterday.
4.	À ye mangòrô sàn kûnùn wà?	Did he buy mangoes yesterday?
	Àyi, à ma mangòrô sàn kûnùn.	No, he didn't buy mangoes yesterday.
5.	À ye fʋra tà kûnùn wà?	Did he take pills yesterday?
	Àyi, à ma fura tà kûnùn.	No, he didn't take pills yesterday.

6.	À nàna wakatî là kûnùn wà?	Did he arrive on time yesterday?
	Àyi, à ma nà wakatî là kûnùn.	No, he didn't arrive on time yesterday.
7.	À ye à telia kûnùn wà?	Did he hurry yesterday?
	Àyi, à ma telia kûnùn.	No, he didn't hurry yesterday.

Sec. 3

1.	À tara sugu là kûnùn wà?	Did he go to the market yesterday?
	Àyi, à bi ta sugu lǎ bì.	No, he is going to the market today.
2.	À ye fìni sàn kûnùn wà?	Did he buy clothes yesterday?
	Àyi, à bɛ fìni sǎn bì.	No, he is buying some today.
3.	À ye šɛ̀ɛ sàn kûnùn wà?	Did he buy chicken yesterday?
	Àyi, à bɛ šɛ̀ɛ sǎn bì.	No, he is buying some today.
4.	À ye mangòrô sàn kûnùn wà?	Did he buy mangoes yesterday?
	Àyi, à bɛ mangòrô sǎn bì.	No, he is buying some today.
5.	À ye à ka livr tà kûnùn wà?	Did he take his books yesterday?
	Àyi, à bɛ à ka livr tǎ bì.	No, he is taking his books today.
6.	À tara bara là kûnùn wà?	Did he go to work yesterday?
	Àyi, à bi ta bara lǎ bì.	No, he is going to go to work today.

Sec. 4

1.	I bi ta sugu lǎ bǐ wà?	Are you going to the market today?
	Àyi, n tara sugu là kûnùn.	No, I went to the market yesterday.
2.	I bɛ bìni sǎn bǐ wà?	Are you going to buy clothes?
	Àyi, n ye fìni sàn kûnùn.	No, I bought clothes yesterday.

3.	I bɛ šɛ̀ɛ sǎn bǐ wà?	Are you going to buy a chicken today?
	Àyi, n ye šɛ̀ɛ sàn kûnùn.	No, I bought a chicken yesterday.
4.	I bɛ mangòrô fȧna sǎn bǐ wà?	Are you also going to buy mangoes today?
	Àyi, n ye mangòrô fana sàn kûnùn.	No, I bought some yesterday.
5.	I bi ta ni dɔrɔmɛ kɛ̀mɛ́ yě bǐ wà?	Are you bringing 500 Fr. today?
	Àyi, n tara ni dɔrɔmɛ kɛ̀mɛ̀ yé kûnùn.	No, I brought 500 Fr. yesterday.

Sec. 5

1.	Ù bi ta sugû la tùma jùmân?	When are they going to the market?
	Ù bi ta sugû lȧ bì.	They are going to the market today.
2.	Ù bɛ fìni sàn tùma jùmân?	When are they going to buy clothes?
	Ù bɛ fìni sǎn bì.	They are going to buy clothes today.
3.	Ù bɛ livr sàn tùma jùmân?	When are they going to buy books?
	Ù bɛ livr sǎn bì.	They are going to buy books today.
4.	Ù bi ta ni warî ye tùma jùmân?	When are they bringing money?
	Ù bi ta ni warî ye bì.	They are bringing money today.
5.	Ù bi ta bara lȧ tùma jùmân?	When are they going to work?
	Ù bi ta barâ la bì.	They are going to work today.

Sec. 6

1.	Au bɛ kafe mǐn wà?	Do you drink coffee?
	ɔ̀hɔ, aun bɛ kafê mìn.	Yes, we drink coffee.
2.	Au bi ta bara la̍ wà?	Do you go to work?
	ɔ̀hɔ, aun bi ta barâ là.	Yes, we go to work.
3.	Au bɛ mobilî tǎ wà?	Do you take your car?
	ɔ̀hɔ, aun bɛ mobilî tà.	Yes, we take our car.
4.	Au bɛ au ka livr tǎ wà?	Do you take your books?
	ɔ̀hɔ, aun bɛ aun ka livr tà.	Yes, we take our books.
5.	Au bɛ mɛtri fǒ wà?	Do you say hello to the teacher?
	ɔ̀hɔ, aun bɛ mɛtrî fò.	Yes, we say hello to the teacher.
6.	Au bɛ sebɛnin kɛ̍ wà?	Do you take notes?
	ɔ̀hɔ, aun bɛ sɛbɛnin kɛ̍.	Yes, we take notes.

Sec. 7 Affirmative vs. negative imperfective, 1 sg.

1.	M bi ta sugû la bì.	I am going to the market today.
	N ti ta sugû la bì.	I am not going to the market today.
2.	M bɛ fìni sàn.	I am going to buy clothes.
	N tɛ fìni sàn.	I am not going to buy clothes.
3.	M bɛ syɛ̀ɛ sàn.	I am going to buy a chicken.
	N tɛ syɛ̀ɛ sàn.	I am not going to buy a chicken.
4.	M bɛ da nɔghɔmân nyinin.	I am looking for the less expensive.
	N tɛ da nɔghɔmân nyinin.	I am not looking for the less expensive.
5	M bɛ mangòrô sàn.	I am going to buy mangoes.
	N tɛ mangòrô sàn.	I am not going to buy mangoes.

6.	M bi ta ni warî camân ye.	I am bringing enough money with me.
	N ti ta ni warî camân ye.	I am not bringing enough money with me.

Conclusion:

Sec. 8 Affirmative vs. negative imperfective, change of persons.

1.	I bɛ ta sugû la wà?	Are you going to the market?
	N ti ta sugû là.	No, I am not going to the market.
2.	I bɛ mobilî tǎ wà?	Are you taking your car?
	N tɛ mobilî tà.	No, I am not taking my car.
3.	I bi ta barâ la wà?	Do you go to work?
	N ti ta barâ là.	No, I do not go to work.
4.	I bi nà reṭâr la wà?	Do you arrive late?
	N ti nà retâr là.	No, I do not arrive late.
5.	I bɛ i sìgi wà?	Do you sit down?
	N tɛ n sìgi wà?	No, I do not sit down.
6.	I bɛ livr̂ dayɛ̀lɛ wà?	Do you open your books?
	N tɛ livr̂ dayɛ̀lɛ̀.	No, I do not open my books.
7.	I bi ta i warî camân ye wà?	Do you bring money?
	N ti ta ni warî camân ye.	No, I do not bring money.

Sec. 9

1.	Ù bɛ kunu joona wà?	Do they wake up early?
	Ù tɛ kunu joona.	No, they don't wake up early.
2.	Ù bɛ wuli wit ɛ̂r la wà?	Do they get up early?
	Ù tɛ wuli wit ɛ̂r là.	No, they don't get up early.
3.	Ù bɛ sɛ̀ɛ sǎn wà?	Do they buy chicken?
	Ù tɛ sɛ̀ɛ sàn.	No, they don't buy chicken.
4.	Ù bi da nɔghɔmân nyinin wà?	Do they look for the less expensive?
	Ù ti da nɔghɔmân nyinin.	No, they don't look for the less expensive.
5.	Ù bɛ duo birô kɔnɔ wà?	Do they enter the office?
	Ù tɛ duo birô kɔnɔ.	No, they don't enter the office?

6. Ù bɛ ù ka vestî dìlon wà?	Do they hang up their coats?
Ù tɛ ù ka vestî dìlon.	No, they don't hang up their coats.
7. Ù bɛ kafê mǐn wà?	Do they drink coffee?
Ù tɛ kafê mìn.	No, they don't drink coffee.

Sec. 10

1. I tɛrikɛ̂ bɛ wuli joona wà?	Does your friend get up early?
Àyi, à tɛ wuli joona.	No, he does not get up early.
2. I terikɛ̂ bɛ d(à)ràkâ dun set ɛ̂r la wà?	Does your friend take breakfast at 8:00?
Àyi, à tɛ d(à)ràkâ dun set ɛ̂r là.	No, he does not take breakfast at 8:00.
3. I terikɛ̂ bɛ sali wà?	Does your friend pray?
Àyi, à tɛ sali.	No, he does not pray.
4. I terikɛ̂ bɛ à ka mobilî tǎ wà?	Does your friend take his car?
Àyi, à tɛ à ka mobilî tà.	No, he does not take his car.
5. I terikɛ̂ bɛ nà wàkatî la wà?	Does your friend arrive on time?
Àyi, à tɛ nà wàkati là.	No, he does not arrive on time.
6. I terikɛ̂ bɛ mɛtrî làmɛn wà?	Does your friend listen to the teacher?
Àyi, à tɛ mɛtri làmɛ̀n.	No, he does not listen to the teacher.
7. I terikɛ̂ bɛ sɛbɛnîn kɛ wà?	Does your frined take notes?
Àyi, à tɛ sɛbɛnîn kɛ.	No, he does not take notes.
8. I terikɛ̂ bɛ livr̂ dayɛ̀lɛ wà?	Does your friend open his books?
Àyi, à tɛ livr̂ dayɛ̀lɛ̀.	No, he does not open his books.

Sec. 11

1.	N tɛ kunu joona.	I don't wake up early.
	E dùn?	And you? (sg.)
	N fana tɛ kunu joona.	I don't wake up early either.
2.	N tɛ d(à)ràkâ dun.	I don't take breakfast.
	E dùn?	And you?
	N fana tɛ d(à)ràkâ dun.	I don't take breakfast either.
3.	N tɛ tun telia.	I don't hurry.
	E dùn?	And you?
	N fana tɛ tun telia.	I don't hurry either.
4.	N tɛ n ka livr̂ tà.	I don't take my books.
	E dùn?	And you?
	N fana tɛ n ka livr̂ tà.	I don't take my books either.
5.	N tɛ sɛbɛnîn kɛ.	I don't take notes.
	E dùn?	And you?
	N fana tɛ sɛbɛnîn kɛ.	I don't take notes either.
6.	N tɛ n ka vestî dìlon.	I don't hang up my coat.
	E dùn?	And you?
	N fana tɛ n ka vestî dìlon.	I don't hang up my coat either.
7.	N tɛ tara ni warî camân ye.	I didn't bring enough money.
	E dùn?	And you?
	N fana tɛ tara ni warî camân ye.	I didn't bring enough money either.

Sec. 12

1.	N tɛ kunu siz ɛ̂r là.	I don't wake up at 6:00..
	À le dùn?	And he?
	À fana tɛ kunu siz ɛ̂r là.	He doesn't not get up at 6:00 either.

2.	Aun tɛ kunu siz êr là.	We don't wake up at 6:00.
	Ù lu cùn?	And they?
	Ù fana tɛ kunu siz êr là.	They don't wake up at 6:00 either.
3.	À tɛ mobilî tà.	He doesn't take the car.
	À terikê dùn?	And his friend?
	À fana tɛ mobilî tà.	He doesn't take the car either.
4.	Aun tɛ kâr tà.	We don't take the bus.
	Aù dùn?	And you?
	Aún fana tɛ kâr tà.	We don't take the bus either.
5.	À tɛ mangorô sàn.	He doesn't buy mangoes.
	E dùn?	And you?
	N fana tɛ mangorô sàn.	I don't buy mangoes either.
6.	Aun tɛ kâr tà.	We don't take the bus.
	Au terikɛ ù dùn?	And your friends?
	Ù fana tɛ kâr tà.	They don't take the bus either.
7.	Ù tɛ kafê mìn.	They don't drink coffee.
	E dùn?	And you?
	N fana tɛ kafê mìn.	I don't drink coffee either.
8.	I tɛ nà wàkatî là.	You don't arrive on time.
	À terikê dùn?	And your friend?
	À fana tɛ nà wàkatî là.	He doesn't arrive on time either.

Sec. 13

1.	Aun terikɛ ù bɛ kunun joona wà?	Do our friends wake up early?
	Àyi, ù tɛ kunun joona.	No, they don't wake up early.
2.	Aun terikɛù bɛ kafê mîn wà?	Do our friends drink coffee?
	Àyi, ù tɛ kafê mìn.	No, they don't drink coffee.

3.	Aun terikɛù bɛ mburû dun wà?	Do our friends eat bread?
	Àyi, ù tɛ mburû dun.	No, they don't eat bread.
4.	Aun terikɛù bɛ kâr tǎ wà?	Do our friends take the bus?
	Àyi, ù tɛ kâr tà.	No, they don't take the bus.
5.	Aun terikɛù bi nà retâr la wà?	Do our friends arrive late?
	Àyi, ù ti nà retâr là.	No, they don't arrive late.
6.	Aun terikɛù bɛ mɛtrî fǒ wà?	Do our friends say hello to the teacher?
	Àyi, ù tɛ mɛtrî fò.	No, they don't say hello to the teacher.
7.	Aun terikɛù bɛ sɛbɛnîn kɛ wà?	Do our friends take notes?
	Àyi, ù tɛ sɛbɛnîn kɛ.	No, they don't take notes.
8.	Aun terikɛù bi ta ni warî ye wà?	Do our friends bring money with them?
	Àyi, ù ti ta ni warî ye.	No, they don't bring money with them.

Sec. 14

1.	Ù bɛ kunu joona.	They wake up early.
	Au dùn?	And you (pl.)?
	Aun tɛ kunu joona.	We don't wake up early.
2.	Ù be ù ka livr̂ tà.	They take their books.
	Au dùn?	And you?
	Aun tɛ ù ka livr tà.	We don't take our books.
3.	Ù bɛ kâr tà.	They take the bus.
	Au dùn?	And you?
	Aun tɛ kâr tà.	We don't take the bus.

4. Ù bɛ livr̂ dayɛ̀lɛ̀.	They open their books.
Au dùn?	And you?
Aun tɛ livr̂ dayɛ̀lɛ̀.	We don't open our books.
5. Ù bɛ sɛbɛnîn kɛ.	They take notes.
Au dùn?	And you?
Aun tɛ sɛbɛnîn kɛ.	We don't take notes.
6. Ù bi nà retâr là.	They arrive late.
Au dùn?	And you?
Aun ti nà retâr là.	We don't arrive late.
7. Ù bɛ mangòrô fana sàn.	They buy mangoes.
Au dùn?	And you?
Aun tɛ mangòrô fana sàn.	We don't buy mangoes.

Sec. 15 Questions.

1. I bɛ fìni sàn sugû la wà?	Do you buy clothes on the market?
2. I yɛ syèe sàn kûnùn wà?	Did you buy chicken yesterday?
3. I ye tara ni warî ye wà?	Did you bring money with you?
4. I bɛ livr̂ sàn sugû la wà?	Do you buy books on the market?
5. I bi nà retâr la wà?	Do you arrive late usually?
6. I bi ta barâ la joona wà?	Do you go to work early?
7. I bɛ mɛtrî làmɛn wà?	Do you listen to the teacher?
8. I ye sɛbɛnîn kɛ wà?	Did you take notes yesterday?
9. I bɛ da nɔghɔmân nyinin wà?	Do you look for the less expensive?
10. I bɛ duo klâs kɔnɔ wà?	Do you enter the class at 10:00?

UNIT 6

BASIC DIALOGUE

	ni	and, with
	sɔghɔma	morning
A	I ni sɔ̀ghɔmà.	Good morning.
B	Mbaà.	[Reply to greetings.]
	so	house
	mɔghɔ	person
	kɛnɛ̂	fresh
A	So mɔghɔ kà kɛnɛ?	How is your family? ('... the people of [your] house')
B	Tɔrɔsìtu là.	They're fine.
	den	child
	mùso	woman, wife
A	I deùn ní mùso bɛ̀ dì.	How are your children and [your] wife?
	hɛrɛ (or: hɛra)	peace
	là	(a post position)
B	Ù bɛ́ hɛ́rɛ́ là.	They're fine.
	ka	person from
	fọ̀	greet
A	'Amérique' kaù bi fò. 'Amérique' kaù bɛ i fò.	The people of America send greetings.
	kòdi	(marks a yes-no question)
B	Kòdi tɔrɔ sìtu là?	Are they all right?
A	Ù bɛ hɛra là.	They're fine.
	min	where?

B	I ka so bɛ̀ min?	Where is your house?
	sì	to live, reside
A	M bɛ sì 'Grand Hôtel' là.	I'm living in the Grand Hotel.
B	I kelen bi yè̍ wà? yàwà?	Are you living alone?
A	Àyí ní ḿ mùso dò.	No, my wife is with me.
B	Au bi se kà nà ḿ fɛ̍ yè sinin wà?	Can you come to my house tomorrow?
	nà	to come
	fɛ	post position
	yè	there
	kɔsɔbɛ	all right, very much
	fɔ	tell
A	Kɔsɔbɛ̍, m ba fɔ̍̀ m mùso yè.	Okay, I'll tell my wife.
B	Ayì wà.	Okay.
	tlè	sun
A	I ni tlè.	[Midday greeting.]
B	M baà.	[Response to greeting.]
A	I tlè na dì?	How have you been?
	dɔ̀rɔ̀n	only
B	Hɛrɛ dɔ̀rɔ̀n.	Just fine!
A	I mùso bɛ̍ dì?	How is your wife?
B	À bɛ hɛrɛ là.	She's fine.
	dùn	what about...?
A	I deùn dùn?	What about the children?
B	Ù bɛ kå̍ kɛnɛ̂:	They're fine.

	wula	evening
A	I ni wulâ.	Good evening (you and the evening).
B	Mbaà.	[Response to greeting.]
A	I bɛ hɛrɛ là?	('Are you in peace?')
	àwo	yes
B	Àwo n ka kɛnɛ̂.	Yes, I'm fine.
A	E dùn?	And you?
B	Tɔrɔsìtɛ na̍.	I'm fine. (There's nothing wrong with me).
A	So mɔghɔù kà kɛ̀nɛ?	Is your family all right?
B	Tɔrɔsìtu là.	They're fine.

	su	night
A	I ni su.	[Night-time greeting.]
B	Mbaà.	[Response to greeting.]
A	I ka kɛnɛ?	How have you been?
B	Hɛrɛ dɔ̀rɔ̀n.	Fine.
A	So mɔghɔù bɛ dì?	How's your family?
B	Tɔrɔsìtu là.	Fine.
A	Amadu ka̍ kɛ̀nɛ?	How's Amadou?
B	Tɔrɔsìta là.	Fine.

1. Alternation of tones /^/ and /´/.

Compare the tones of the word /so/:

in isolation or at the end of a sentence:	[sɔ̂]
before another word:	[só mɔ́ghɔ́...]

In general, syllables which have falling tone /^/ at the end of a sentence, have high level tone /´/ elsewhere. Note however that the reverse is not always true: some syllables which have high level tone in the middle of a sentence retain that tone even when they are in final position. [For practice in making this alternation, see Exercise _____.]

2. The use of intonation to mark yes-no questions.

Compare the sentences:

A ka kɛnɛ?

A ka kɛnɛ.

[Needs additional data!]

Exercise 1. Alternation of final /^/ and nonfinal.

Alternance de /^/ final et non final.

Moyen suggéré: (1) L'élève répète les phrases Bambara (Col. 2) après l'instructeur. (2) L'instructeur donne le mot ou la phrase 'clef' de la colonne de gauche. L'élève répond en donnant la phrase entière. (3) L'instructeur (ou un autre élève) donne la phrase Bambara. L'élève répond en donnant le mot ou la phrase de la colonne de gauche.

A suggested procedure: (1) Student repeats the Bambara sentences (Col. 2) after the instructor. (2) Tutor gives the cue word or phrase from the left-hand column. Student responds by giving the entire sentence. (3) Tutor (or another student) gives the Bambara sentence. Student responds by giving the word or phrase from the left-hand column.

so	I ka so bɛ̍ min?	Where is your house?
mùso	I mùso bɛ̍ min?	
so mɔghɔ	So mɔghɔ bɛ̍ min?	
fìni	I ka fìni bɛ̍ min?	
fura	I ka fura bɛ̍ min?	
den	I dén bɛ̍ min?	
I	I bɛ min?	

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Exercise 2. The use of intonation to mark yes-no questions.

Usage de l'intonation pour indiquer les questions qui demandent une réponse commençant par 'oui' ou 'non'.

(1) L'instructeur doit lire ces phrases à haute voix, dans l'ordre où elles apparaissent dans le livre. Ensuite, il doit les lire au hasard. L'élève doit répondre en disant soit QUESTION soit AFFIRMATION. (2) L'élève doit répéter les phrases après l'instructeur. Il est très important que l'intonation des élèves soit exacte. (3) L'élève lit phrase par phrase et l'instructeur critique son intonation à la fin de chaque phrase.

(1) The tutor should read these sentences aloud, in the order in which they appear in the book. Then he should read them in random order. The student should respond by saying either QUESTION or STATEMENT. (2) The student should repeat the sentences after the tutor. It is very important that the students intonation be accurate. (3) The student reads one sentence at a time and the tutor criticizes his intonation.

I ka kɛnɛ?
À ka kɛnɛ?
À ka kɛnɛ.
N ka kɛnɛ.
À ka kɛnɛ?
So mɔghɔù ka̍ kɛnɛ?
So mɔghɔù ka kɛnɛ.
I den ka̍ kɛnɛ?
I deùn ka kɛnɛ?
Ù ka kɛnɛ?

Exercise 3. Equivalence of certain replies to routine questions.
[Procedure as for Exercise ______.]

N ka kɛnê.	Tɔrɔsìtɛ na̍.
À ka kɛnê.	Tɔrɔsìta là.
Ù ka kɛnê.	Tɔrɔsìtu là.
Aun ka kɛnê.	Tɔrɔsìtan na̍.

Exercise 4. (Like the preceding exercise.)

M bɛ hɛrɛ là.	N ka kɛnê.
Aun bɛ hɛrɛ là.	Aun ka kɛnê.
I bɛ hɛrɛ là.	I ka kɛnê.
Au bɛ hɛrɛ là.	Au ka kɛnê.
À bɛ hɛrɛ là.	À ka kɛnê.
Ù bɛ hɛrɛ là.	Ù ka kɛnê.

Exercise 5. Paired questions and answers.

	How are you?	I'm fine.
i	I ká kɛ́nɛ́?	Tɔrɔ sìtɛ na̍.
i mùso	I mùso ka̍ kɛ̀nɛ?	Tɔrɔ sìta là.
i don	I den ka̍ kɛ̀nɛ?	Tɔrɔ sìta là.
i deùn	I deùn ka̍ kɛ̀nɛ?	Tɔrɔ sìtu là.
au	Aú ká kɛ́nɛ́.	Tɔrɔ sita̍n na̍.

Exercise 6. The cast of characters.
Liste des personnages.

Dans tout ce livre l'élève aura besoin de se souvenir du lieu d'origine de chacun des personnages imaginaires suivants.	Throughout this book, the student will need to remember where each of the following imaginary persons is from.

Amadu ka so bɛ̍ min?	Amadu ka so bɛ̍ Kìtà.
Kasum ka so bɛ̍ min?	Kasum ka so bɛ Wàgàdugû.
Àli ka so bɛ̍ min?	Àli ka so bɛ̍ Nàrà.
Bìramà ka so bɛ̍ min?	Bìramà ka so bɛ̍ Bùgùnî.

Amadu ka so bɛ̍ Kìta wà?	Ɔhɔ, à ka so bɛ̍ Kìtà.
Amadu ka so bɛ̍ Nàra wà?	Àyi, Amadu ka so tɛ̍ Nàrà.
Kasum ka so bɛ̍ Nàra wà?	Àyi, à ka so tɛ̍ Nàrà.
Kasum ka so bɛ̍ Wàgàdugu wà?	Ɔ̀hɔ, à ka so bɛ̍ Wàgàdugu.
Àli ka so bɛ̍ Bùgùni wà?	Àyi, à ka so tɛ̍ Bùgùni.
Àli ka so bɛ̍ Kìta wà?	Àyi, à ka so tɛ̍ Kìtà.
Àli ka so bɛ̍ Wàgàdugu wà?	Àyi, à ka so tɛ Wàgàdugu.
Àli ka so bɛ̍ Nàra wà?	Ɔ̀hɔ, à ka so bɛ̍ Nàrà.

Exercise 7. Equivalence of /kodi...?/ and /...wa?/

Kòdi tɔrɔsìtu là.	Tɔrɔsìtula̍ wà.
Kòdi i bɛ sìì 'Grand Hotel' lą̀?	I bɛ sì 'Grand Hotel' la̍ wà?
Kòdi Bìramà ka so bɛ Kìtà?	Bìramà ka so bɛ̍ Kìta wà?
Kòdi i kununa joona bì?	I kununa joona bÌ wà?
Kòdi Amadu ye kar tà?	Amadu ye kar tà wà?
Kòdi i deùn tara lèkɔl là?	I deùn tara lèkɔl la̍ wà?

It is morning. You greet someone.	I ni sɔ̀ghɔmà.	
		Mbaà.
You ask whether his family is well,	Kòdi so mɔghɔ bɛ̍ hɛrɛ là.	
		Tɔrɔsìtu là..

and where his wife and children are.	I deùn ni mùso bɛ̍ min?	Ù bɛ 'Grand Hotel' là.
You ask a person whether he is living in a hotel.	I bɛ sì 'hotel' la̍ wà?	Àyi m bɛ sì n ka sô.
You ask where his house is,	I ka so bɛ̍ min?	N ka so bɛ̀ Hamdàlàyè.
and whether he lives alone.	I kelen bi yè wà?	Àyi ní n tɛrikɛ sàba dò. Ḿ mùsó bɛ̍ 'Amérique'.
You ask a person whether his children go to school,	I deùn bi ta lèkɔl la̍ wà?	Ɔ̀hɔ, ù bɛ ta lèkɔl 'Mamadu Konate' là.
and whether they like their teacher.	Ù be u̍ kàrà mɔghɔ fɛ̍ wà?	Ù bɛu̍ fɛ̀ kɔ́sɔ́bɛ̍.

You inquire what time of day they go to school,	Ʊ̀ bɛ ta lèkɔl là tùma ɟùmân?	
		Ʊ̀ bɛ ta sɛt ɛr e dimi là kɔ̀rɔ̀len.
and whether they go by bus.	Ʊ̀ bɛ kar ta̍ wà?	
		ɔ̀hɔ.

BAMBARA BASIC COURSE

Units 7-8

FOREIGN SERVICE INSTITUTE

Washington, D. C.

1963

DEPARTMENT OF STATE

UNIT 7

BASIC DIALOGUE

	dɔ́n	know
A	I bɛ Amadu dɔ́n wà?	Do you know Amadou?
B	ɔ̀hɔ̀, m bá· dɔn. m bɛ à dɔn.	Yes, I know him.
	ko	they say, I've heard
	bɔ	from
A	Ko Amadu bɛ bɔ Kìtà?	I hear Amadou is from Kita.
	tlè	sun west
	cɛ̀	_____
B	ɔ̀hɔ̀, Kìtà bɛ Bàmàkɔ ni tlè bi cɛ̀.	Yes, Kita is west of Bamako.
	mùn	what
	kan	language
	fɔ́	speak
A	Ù bɛ mùn kan fɔ́ Kìtà?	What language do they speak in Kita?
	Mànìnka	Maninka, Malinke
B	Ù bɛ Mànìnka kan fɔ̀.	They speak Maninka.
	otùma	so_____
A	Otùma Amadu ye Mànìnka dè ye wà?	So Amadou is a Mandingo?
	fɔlɔ fɔlɔ	original (real)
	dò	_________
B	ɔ̀hɔ fɔlɔ fɔlɔ Mànìnka dò.	Yes, he's a real Maninka.

	bɔ	from (vb: sortie)
	Màlì	Mali
	yɔ̀rɔ	region, section, past
A	Àlì bɛ bɔ Màlì yɔ̀rɔ jùmân?	From what region of Mali does Ali come?
B	À bɛ bɔ Nàrà.	He comes from Nara.
A	Nàrá bɛ́ mín?	Where is Nara located?
	kɔ́rɔn	north
	cɛ̀	
B	Nàra bɛ Bàmàko ni kɔrɔn cɛ̀.	Nara is north of Bamako.
A	Nàràkáù bɛ mŭn fɔ̀?	What language do people speak in Nara?
B	Ù bɛ Màràkàkan, ní Surakha kan (dè)fɔ̀.	They speak Maraka and Souraka.
A	Bìramà bɛ bɔ Bùgùni (dè)wà?	Does 'Bireima' come from Bougouni?
	sìgìlen	resides, lives
B	Ɔ̀hɔ̀ nkàa à sìgìlen dò Bàmàkɔ̀.	Yes, but he now lives in Bamako.
A	Otùma à bɛ kan jùmân fɔ̀.	(So) What language does he speak?
	Bamanan	Bambara
	Fula	Fula
B	À bɛ Bamanan kân nì Fula kân fɔ̀.	He speaks Bambara and Fula.

	nkaa	but
A	Nkàa Bùgùni ù bɛ Fula kan (dè) fɔ̀ kɔsɔbɛ.	(But) They speak good Fula at Bougouni.
	banin	south
	cɛ́	
B	Bùgùni bɛ́ Bàmàkɔ ni banin (dè) cɛ́.	Bougouni is south of Bamako.
A	N ye Kasun ye Wàgàdugû.	I saw Kasun in Ouagadougou.
B	Áu yé mùn kan fɔ.	What language did you speak?
	Mòsìkan	Moré, Mossi language
	nà	______________
A	An kumana Mòsìkan nà.	We spoke Moré.
B	Otùma Kasûm bɛ bɔ Wàgàdugu wà?	Ah, so Kasum is from Ouagadougou!
A	Ɔ̀hɔ̀ Wàgàduguka dò.	Yes, he's from Ouagadougou.
	Bɔ̀bɔ̀	Bobo
	Turuka	Tourouka
A	À bɛ Bɔ̀bɔ̀ kan ni Turuka kân fana fɔ.	He speaks Bobo and Tourouka also.
B	À bi se kɔsɔbɛ wà?	Does he speak them well?
	dɔni [dɔnidɔni]	a little [very little]
A	Àyi, dɔni dɔni.	No, only a little.

Exercise 1. Singular vs. plural nouns.

	Where is your house?	Where are your houses?
so	I ka sô bɛ min?	I ka soù bɛ min?
den	I dên bɛ min?	I deùn bɛ min?
karamɔghɔ	I ka kàràmɔghɔ̂ bɛ min?	I ka kàràmɔghoù bɛ min?

livr	I ka livrû bɛ min?	I ka livruù bɛ̍ min?
fura	I ka furâ bɛ min?	I ka furaù bɛ min?
mobili	I ka mobilî bɛ min?	I ka mobiliù bɛ min?
fìni	I ka finî bɛ min?	I ka fìniù bɛ min?

Exercise 2. Tones of place names at the end of a sentence vs. their tones before /bɛ/.

'Amadou comes from Kita.'	'What direction is Kita from Bamako?'
Amadu bɛ bɔ Kìtà.	Kìta bɛ Bàmàkɔ̂ fan jùmân? NEW WORD!
Àli bɛ̍ bɔ Nàrà.	Nàra bɛ Bàmàkɔ̂ fan jùmân?
Bìramà bɛ bɔ Bùgùnì.	Bùgùni bɛ Bàmàkɔ̂ fan jùmân?
Kasun bɛ bɔ Wàgàdugu.	Wàgàdugu bɛ Bàmàkɔ̂ fan jùmân?

Exercise 3. Equivalence of assimilated and non-assimilated vowel sequences.

I know him.	I know him.
M bɛ à dɔn.	M báà dɔn.
M bɛ ù dɔn.	M búù dɔn.
M bɛ i dɔ̍n.	M bii dɔn.
M bɛ au dɔn.	M bau dɔn.
M bɛ à fɔ.	M baà fɔ.
M bɛ ù fɔ. (i.e. two languages)	M buù fɔ.

Exercise 4. Pitch of verb depends on tone pattern of proper name.

Amadu	I bɛ Amadu dɔn wà.
Isa	I bɛ Isa dɔn wà.
Musa	I bɛ Musa dɔn wà.
Kasum	I bɛ Kasun dɔn wà.
Kìàsu	I bɛ Kìàsû dɔn wà.

Àli	I bɛ Àlî dɔn wà.
Umarù	I bɛ Umarù dɔn wà.
Bìramà	I bɛ Bìramà dɔn wà.
Sekù	I bɛ Sekù dɔn wà.
Màmadù	I bɛ Màmadù dɔn wà.

Exercise 5. Choice of singular vs. plural pronoun in reply.

	Do you know Ali?	Yes, I know him.
Àlî	I bɛ Àlî dɔn wà?	Ɔ̀hɔ m báà dɔn.
n dên	I bɛ n dên dɔn wà?	Ɔ̀hɔ m báà dɔn.
n deùn	I bɛ n deùn dɔn wà?	Ɔ̀hɔ m búù dɔn.
m mùsô	I bɛ m mùsô dɔn wà?	Ɔ̀hɔ m báà dɔn.
n so mɔghɔù	I bɛ n so mɔghɔu dɔn wà?	Ɔ̀hɔ m búù dɔn.
kàràmɔghɔ̂	I bɛ kàràmɔghɔ̂ dɔn wà?	Ɔ̀hɔ m báà dɔn.
kàràmɔghɔù	I bɛ karamɔghɔu dɔn wà?	Ɔ̀hɔ m búù dɔn.
n tɛrikɛ̂	I bɛ n tɛrikɛ̂ dɔn wà?	Ɔ̀hɔ m báà dɔn.
n tɛrikɛù	I bɛ n tɛrikɛù dɔn wà?	Ɔ̀hɔ m búù dɔn.

Exercise 6. Peoples and languages.

Amadu ye Mànìnkâ (dè) ye.
    Mànìnkaù bɛ mùn kân fɔ?
        Mànìnkaù bɛ Mànìnka kân fɔ.
Àlî ye Màràkâ (dè) ye.
    Màràkaù bɛ mùn kân fɔ?
        Màràkaù bɛ màràka kân fɔ.
Bìramà ye Bamanân (dè) ye.
    Bamanaùn bɛ mùn kân fɔ?
        Bamanaùn bɛ Bamanan kân fɔ.
Kasun ye Mòsî (dè) ye.
    Mòsiù bɛ mùn kân fɔ?
        Mòsiù bɛ Mòsi kân fɔ.

Exercise 7. Language vs. people.

Amadu bɛ Mànìnka kân fɔ kɔsɔbɛ.
        Otùma Amadu ye Mànìnka dè ye wà?
                Ɔ̀hɔ̀, fɔlɔfɔlɔ Mànìnka dò.
Àlì bɛ Màràka kân fɔ kɔsɔbɛ.
        Otùma Alì ye Màràka dè ye wà?
                Ɔ̀hɔ̀, fɔlɔfɔlɔ Màràka dò.
Bìramà bɛ Bamanan kân fɔ kɔsɔbɛ.
        Otùma Bìramà ye Bamanan dè ye wà?
                Ɔ̀hɔ̀, fɔlɔfɔlɔ Bamanan dò.
Kasun bɛ Mòsi kân fɔ kɔsɔbɛ.
        Otùma Kasun ye Mòsi dè ye wà?
                Ɔ̀hɔ̀, fɔlɔfɔlɔ Mòsi dò.

Exercise 8. Answer the following questions affirmatively or negatively, whichever is appropriate.

1. Kòdi Kìta bɛ Bàmàkɔ ni tlè bi cɛ̀?
2. Kòdi Bàmàkɔ bɛ Kìta ni kɔrɔn cɛ̀?
3. Kòdi Nàra bɛ Bàmàkɔ ni tlè bi cɛ̀?
4. Kòdi Nàra bɛ Bàmàkɔ ni kɛ̀nyɛ̀ka cɛ̀?
5. Kòdi Nàra bɛ Bùgùni ni kɛ̀nyɛ̀ka cɛ̀?
6. Kòdi Bùgùni bɛ Bàmàkɔ ni kɛ̀nyɛ̀ka cɛ̀?
7. Kòdi Bùgùni bɛ Bàmàkɔ ni banin cɛ̀?
8. Kòdi Bàmàkɔ bɛ Bùgùni ni banin cɛ̀?
9. Kòdi Nàra bɛ Bàmàkɔ ni kɛ̀nyɛ̀ka cɛ̀?
10. Kòdi Kìta bɛ Wàgàdugu ni tlè bi cɛ̀?
11. Kòdi Bùgùni bɛ Nàra ni banin cɛ̀?
12. Kòdi Kìta bɛ Bàmàkɔ ni banin cɛ̀?
13. Kòdi Wàgàdugu bɛ Bàmàkɔ ni kɔrɔn cɛ̀?
14. Kòdi Nàra bɛ Kìta ni banin cɛ̀?
15. Kòdi Bàmàkɔ bɛ Wàgàdugu ni kɔrɔn cɛ̀?

Practice conversations.

You ask a person if he is from Bamako.	I bɛ bɔ Bàmàkɔ wà.	ɔ̀hɔ.
You ask what language he speaks.	I bɛ kan jùmân fɔ?	M bɛ Bamanan kân, ni Fula kân fɔ.
You ask if he is, therefor, a Fula.	Otùma i ye Fula dè ye wà?	ɔ̀hɔ n ye Fula dè ye.
You ask what his wife is.	I mùsô ye mùn ye?	M mùsô ye Màràka dè ye.
You ask what language they speak at home.	Au bɛ mùn kân fɔ sɔ?	An bɛ Bamana kân fɔ.
You ask if his children also speak Maraka.	I deùn bɛ Màràka kân fana fɔ wà.	ɔ̀hɔ, ù báà fɔ.

You ask what part of Mali Ali comes from.	Àlî bɛ bɔ Màlî yɔrɔ jùmân?	
		À bɛ bɔ Nàrà, nkà à sìgìlen Wàgàdugû.
You ask if he speaks Mossi well.	À bɛ Mòsi kân fɔ kɔsɔbɛ?	
		Àyi, A ba fɔ dɔnidɔni dɔrɔn.

Free conversation.

Using Bamako, Ouagadougou, Nara, Bougouni, and Kita as points of reference, ask about and describe the locations of the following cities: Dédougou, Sikasso, Babo-Dioulasso, Nioro, Kéniéba, Pó.

UNIT 8

	kɛ	to do
	barâ	work, job
A	Amadu bɛ mùn barâ kɛ?	What's Amadou's job?
B	À bɛ barâ kɛ 'hopital' là.	He works at the hospital.
A	Otùma mŭn dò?	Well, what is he?
	mɛ̀dɛ̀sɛ̂n (Fr. medecin)	doctor
B	Mɛ̀dɛ̀sɛ̂n dò.	He's a doctor.
	yèn	there
	amɛna	long
A	À be yèn àmɛna wà?	Has he been there long?
	wɔrɔ	six
B	Ɔ̀hɔ̀, à ye sàn wɔrɔ kɛ yèn.	Yes, he's worked there six years.
	à bɛ sì fana 'hopital' là.	He also lives at the hospital.
	jàgo	commerce
	jàgòkɛlâ	merchant, trader
A	Ko Kasum ye jàgò kɛ̀la (dè) ye?	Is it right that Kassoum is a trader?
	fère	sell
B	Ɔ̀hɔ̀, i bɛà dɔn à bɛ mŭn fère wà?	Yes, do you know what (products) he sells?
	fèrèla	seller
	kɔrî	cotton
	sugû	market
	ba	main or large
A	Kɔriférélâ dò, Bàmàkɔ́ sugu bâ là.	He sells cotton at the main market in Bamako.
B	M bɛ kɔ́rî sàn à fɛ̀ kɔrɔlen. [N.B. sequence of low pitches across word boundaries.]	I usually buy cotton from him.

A	Bìramà bɛ́ bɔ́ mín?	From where does Bireima come?
B	Bùgùni Fula dò.	He's a Fula from Bougouni.
A	À bɛ barâ la min?	Where does he work?
	boi (Fr: boy)	houseboy
	cɛ (or: kɛ)	
B	Amadu ka boityê dò.	He's Amadou's houseboy.
A	À bɛ yĕn àmɛna wà?	Has he been there long?
	kàmìní	since
	sâlòn	(last) year or season
B	Kàmìni sâlòn à bɛ yèn.	He's been there since last year.
	tobilî	cooking
A	À bi se tobilî la wà?	Does he know how to cook?
B	Àyí à bi se na sân ni fìni kô dɔrɔn (dè) là.	No, he is only able to do the shopping (buys condiments) and the washing.
A	À bɛ jàrdîn fana barâ wà?	Does he also take care of the garden?
	dɛ̀mɛ̀n	help, assist
B	Ɔ̀hɔ̀, à bɛ à 'pàtrôn' dɛ̀mɛ̀n 'jàrdìn' bárâ là.	Yes, he helps the 'patron' take care of the garden.

Sec. 1 /ka/ after /^/ and after /´/.

Àlî	Àlî ka̍ boicɛ̂ tɛ.
Tùrê	Tùrê ka̍ boicɛ̂ tɛ̀.
Fàlìkê	Fàlìkɛ̂ ka̍ boicɛ̂ tɛ̀.
Sìdìbê	Sìdìbê ka̍ boicɛ̂ tɛ̀.
Klàsû	Klàsû ka̍ boicɛ̂ tɛ̀.
Cɛ̀blê	Cɛ̀blê ká boicɛ̂ tɛ̀.
Amadu	Amadu ká boicɛ̂ tɛ̀.
Kasum	Kasum ká boicɛ̂ tɛ̀.

Sori	Sori ká boicê tɛ̀.
Fode	Fode ká boicê tɛ̀.

Sec. 2 Note the difference in noun-final tones in this series of sentences.

terikɛ̂	Amadu ye n terikɛ̂ ye.
mɛ̀dɛ̀sɛ̂n	Amadu ye n mɛ̀dɛ̀sɛ̂n ye.
kàràmóghɔ̂	Amadu ye n kàràmóghɔ̂ ye.
mɛtrî	Amadu ye n mɛtrî ye.
jagokɛlâ	Amadu ye n jagokɛlâ ye.
barakɛlâ	Amadu ye n barakɛlâ ye.
kɔriferelâ	Amadu ye n kɔriferelâ ye.
boityɛ̂	Amadu ye n boityɛ̂ ye.
Maninkâ	Amadu ye n Maninkâ ye.
Fulâ	Amadu ye n Fulâ ye.

Sec. 3 A construction that contains two proper nouns, three-line descriptions.

Bìramà ye Fulâ ye.	Bireima is a Fula.
À bɛ bɔ Bùgùni.	He comes from Bougouni.
Bùgùni Fulâ dò.	Bougouni is Fula.
Amadu ye Mànìnkâ ye.	Amadou is a Maninka.
À bɛ bɔ Kìtà.	He comes from Kita.
Kìta Mànìnkâ dò.	Kita is Maninka.
Kasun yé Màsî ye.	Kassoum is a Mossi.
À bɛ bɔ Wàgàdugu.	He comes from Ouagadougou.
Wàgàdugú Mòsi dò.	Ouagadougou is Mossi.
Àlî ye Màràkâ ye.	Ali is a Maraka.
À bɛ bɔ Nàrà.	He comes from Nara.
Nàra.Màràkâ dò.	Nara is Maraka.

[Note that pitch of verb depends on tonal pattern of the proper noun that is its subject.]

Sec. 4 Use of /ko.../

Bìramà ye Amadu ka boityɛ̂ ye.	Bireima is Amadou's houseboy.
Ko Bìramà ye Amadu ka boityɛ̂ ye.	I hear Bireima is Amadou's houseboy.
Kasum ye jàgòkɛlâ ye.	Kassoum is a merchant.
Ko Kasum ye jàgòkɛ̀lâ ye.	I hear Kassoum is a merchant.
I ye kàràmɔ̀ghɔ̀ nyumán ye?	Are you a good teacher?
Ko i ye kàràmɔ̀ghɔ̀ nyumán ye.	I hear you are a good teacher.
I nàna retâr là barayɔ́rɔ̂ là.	You came late to the office.
Ko i nàna retâr là barayɔ́rɔ̂ là.	I hear you came late to the office.
Amadu bɛ 'hopitâl' là.	Amadou is at the hospital.
Ko Amadu bɛ 'hopitâl' là.	I hear Amadou is at the hospital.

[N.B. Ségou may have /jàgòkɛ̀là ye/, /boityɛ́ ye/ etc.]

Sec. 5 Tone of compound dependent on tonal pattern of first ingredient.

Jàgòkɛlâ bɛ mùn kɛ́?	What does the trader do?
Jàgòkɛ̀lâ bɛ jàgô kɛ.	The trader carries on trade.
Fìnìfèrèlâ bɛ mùn kɛ?	What does the cloth seller do?
Fìnìfèrèlâ bɛ fìni fère.	The cloth seller sells cloth.
Fìnìkòlâ bɛ mùn kɛ?	What does the laundryman do?
Fìnìkòlâ bɛ fìni kò.	The laundryman does laundry.

Kɔ́ríférélâ bɛ mùn kɛ?	What does the cotton seller do?
Kɔriferelâ bɛ kɔri fère.	The cotton seller sells cotton.
Bárákɛ́lâ bɛ mùn kɛ́?	What does the workman do?
Bárákɛ́lâ bɛ barâ kɛ.	The workman does work.

Sec. 6 Use of /i ba dɔ́n.../.

À bɛ mŭn fère?	What does he sell?
I bɛà dɔn à bɛ mŭn fère wà.	Do you know what he sells?
À bɛ sì min?	Where does he come from?
I bɛà dɔn à bɛ sì min?	Do you know where he comes from?
À bɛ kunu tùma jùmân?	What time does he wake up?
I bɛà dɔn à bɛ kunu tùma jùmân?	Do you know at what time he wakes up?
À ye mŭn san?	How long has he worked?
I bɛà dɔn à ye mŭn sàn?	Do you know how long he's worked?
À bɛ mùn kân fɔ?	What language does he speak?
I bɛ à dɔn à bɛ mùn kân fɔ?	Do you know what language he speaks?
À bɛ mɛ̀dɛ̀sɛn jùmâṇ dɛ̀mɛ̀n?	Does he help the doctor?
I bɛà dɔn à bɛ mɛ̀dɛ̀sɛn jùmân dɛ̀mɛ̀n?	Do you know if he helps the doctor?

Sec. 7 Statement vs. two kinds of questions.

Amadu bɛ́ barâ kɛ.	Amadou is a worker.
Amadu bɛ barâ kɛ min?	Where does Amadou work?
Amadu bɛ mùn barâ kɛ?	What work does Amadou do?
À deùn bɛ ta lèkɔ̂l la.	His children are at school.
À deùn bɛ ta lèkɔ̂l la min?	Where are his children at school?
À deùn bɛ ta mŭn lèkɔ̂l la?	At what school are his children?
Kasum bɛ kɔrî fère.	Kassoum is a cotton seller.
À bɛ kɔrî fère min?	Where does he sell cotton?
À bɛ kɔrî fère sugû la.	He sells cotton at the market.

Practice conversations.

You say you've heard Amadou is a teacher.	Ko Amadu ye kàràmɔghɔ ye.	
		Àyi kàràmɔghɔ tɛ. Mɛ̀dɛ̀sɛ̂n dò.
You ask if he works at the hospital.	À bɛ barâ kɛ 'hopitâl' la wà?	
		Ɔ̀hɔ̀ à ye sǎn flà kɛ yèn.
You ask where he lives.	À bɛ sí min?	
		À tɛ sì 'hopitâl' la.

You ask if he lives in his house.	À bɛ sì à ka sô wà?
	Ɔ̀hɔ. À ka sô ka nyì.
Bàmàkɔ yá Màlî dugu bâ ye wà?	Is Bamako a large Malian city?
Màlî dugu bâ dò.	It's a large Malian city.
'Grand Hotel' ye Bàmàkɔ 'hotel' bâ ye wà?	Is the 'Grand Hotel' Bamako's main hotel?
Bàmàkɔ 'hotel' bâ dò.	It's Bamako's main (large) hotel.
'Mamadu Konɛte' ye Bàmàkɔ lèkɔl bâ ye wà.	Is 'Mamadou Konate' Bamako's main school?
Ɔ̀hɔ, Bàmàkɔ lèkɔl bâ dò.	Yes, it's Bamako's main (large) hotel.
Wàgàdugú ye Màlî dugu bâ ye wà?	Is Ouagadougou a large city in Mali?
Àyi, Màlî dugu bâ tɛ.	No, it's not a large city in Mali.

BAMBARA BASIC COURSE

Units 9-10

FOREIGN SERVICE INSTITUTE

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DEPARTMENT OF STATE

	nàmàsâ	banana
	kilô	kilo
	dyòlì	how much
A	Nàmàsâ kilô ye dyòlì ye?	How much is a kilo of bananas?
	duru	five
B	Duru durú.	25 francs.
	mɔ̀len	ripe
A	À mɔ̀len tɛ kɔsɔbɛ.	It's not ripe.
	kɛ̀	[diffident shrug] c.f. Fr. 'donc'
	nɛnɛ	taste
B	À nɛnɛ (kɛ̀).	Well, just try one.
	kánkán	kankan
B	À bɔrá Kánkan kûnù.	They just arrived from Kankan.
	nkàa	but
	sòngo	price
	tya	(nombreux, abundant)
A	Ǹkàa à sòngô ka tya.	Okay, but it's a bit expensive.
	yɛ̀rɛ̂	-self
	dɔn	to know
	sɔ̀rɔ̀	to be available
	sîsàn	now, right away
B	I yɛ̀rɛ̂ bɛ à dɔn, ko nàmàsâ tɛ sɔ̀rɔ sîsàn.	Don't you know bananas are scarce now.
	warî	money
A	Warî fana tɛ sɔ̀rɔ̀ sîsàn.	Money is also scarce now.

	fère	sell
	dè	
B	M bi se kà fère o sɔ̀ngɔ̂ (dè) là.	I can't sell at another price.
	sàbà	three
	dûmà (dí ḿ mà)	
A	Kilô sàbà dûmà.	I'll take 3 kilos.
	flɛ̀	
B	À flɛ̀. [N.B. Consecutive low tones.]	Here you are.
	fàrá	add to
	(a)kàn	above, over
B	M bɛ nàmàsà dúrú fàrà(à)kàn.	I'll add five bananas.

[N.B. The loss of the ^ on the noun.]

mangorô/mangòrô	mango
dyòlì	how much
Mangoro kilo ye dyòlì ye?	How much is a kilo of mangoes?
dɔrɔmɛ́	five francs
sàbà	three
Dɔrɔmɛ sàbasàbà.	15 francs.
Mangoro nì ye dyòlí dyòlì ye.	How much are the mangoes?
flà	two
Flà dɔ́rɔ̀mɛ.	Two for 5 Fr.
Šɛ̀	chicken
fan	egg
Šɛ fân ye dyòli dyòlì ye?	How much are the eggs?
Dɔ́rɔ̀mɛ dɔ́rɔ̀mɛ.	Five francs.

Supplementary vocabulary. Numeration 1-20. [Note change in tone of /fan/ according to the tone of the next syllable.]

Sɛ̀ fàn kelen.	1 egg	(N.B. tone of /fan/)
Sɛ̀ fân flà.	2 eggs	
Sɛ̀ fân sàbà.	3 eggs	
Sɛ̀ fàn nani.	4 eggs	
Sɛ̀ fàn duru.	5 eggs	
Sɛ̀ fàn wɔrɔ.	6 eggs	
Sɛ̀ fàn wolonwùlà.	7 eggs	
Sɛ̀ fàn segin.	8 eggs	
Sɛ̀ fân kɔ̀nɔ̀ntɔ̀.	9 eggs	
Sɛ̀ fàn tán.	10 eggs	
Sɛ̀ fàn tân ni kelen.	11 eggs	
Sɛ̀ fàn tân ni flà.	12 eggs	
Sɛ̀ fàn tân ni sàbà.	13 eggs	
Sɛ̀ fàn tân ni n̍ani.	14 eggs	
Sɛ̀ fàn tân ni duru.	15 eggs	
Sɛ̀ fàn tân ni wɔrɔ.	16 eggs	
Sɛ̀ fàn tân ni wolonwùlà.	17 eggs	
Sɛ̀ fàn tân ni segin.	18 eggs	
Sɛ̀ fàn tân ni kɔ̀nɔ̀ntɔ̀.	19 eggs	
Sɛ̀ fân mùgàn.	20 eggs	

1. Use of /ka/ vs. /ma/ before /tya/.

Nàmàsâ sɔ̀ngɔ̂ ka tya wà?	Nàmàsa sɔ̀ngɔ ma̍ tya kɔsɔbɛ.
Fura sɔ̀ngɔ ka tya wà?	Fura sɔ̀ngɔ ma̍ŋ ca kɔsɔbɛ.
Mobili sɔ̀ngɔ́ ka tya wà?	Mobili sɔ̀ngɔ ma̍n ca kɔsɔbɛ.
So sɔ̀ngɔ́ ka tya wà?	So sɔ̀ngɔ ma̍n ca kɔsɔbɛ.

N'buru sɔ̀ngɔ̂ ka tya wà?	N'buru sɔ̀ngɔ̂ man ca kɔsɔbɛ.
Kafe sɔ̀ngɔ̂ ka tya wà?	Kafe sɔ̀ngɔ̂ man ca kɔsɔbɛ.
Livru sɔ̀ngɔ̂ ka tya wà?	Livru sɔ̀ngɔ̂ man ca kɔsɔbɛ.
Syɛ̀ fan sɔ̀ngɔ̂ ka tya wà?	Syɛ̀ fan sɔ̀ngɔ̂ man ca kɔsɔbɛ.
Syɛ̀ɛ sɔ̀ngɔ̂ ka tya wà?	Syɛ̀ɛ sɔ̀ngɔ̂ man ca kɔsɔbɛ.
Vɛsti sɔ̀ngɔ̂ ka tya wà?	Vɛsti sɔ̀ngɔ̂ man ca kɔsɔbɛ.
Fìni sɔ̀ngɔ̂ ka tya wà?	Fìni sɔ̀ngɔ̂ man ca kɔsɔbɛ.

2. Perfective, affirmative vs. negative.

	Fìni nìn bɔra Kankan kûnù.	À ma bɔ Kankan bì.
Nàrà	Fìni nìn bɔra Nàra kûnù.	À ma bɔ Nàra bì.
Wàgàdúgú	Fìni nìn bɔra Wàgàdugu kûnù.	À ma bɔ Wàgàdugu bì.
Bùgùnì	Fìni nìn bɔra Bùgùni kûnù.	À ma bɔ Bùgùni bì.
Kìtà	Fìni nìn bɔra Kìta kûnù.	À ma bɔ Kìta bì.

3. Equivalent numbers of bananas and francs.

nàmàsà durú	dɔrɔmɛ
nàmàsà tán	dɔrɔmɛ́ flà
tân ni duru	dɔrɔmɛ́ sàbà
nàmàsa mùgàn	dɔrɔmɛ́ ɲani
nàmàsa bi sàbà/mugân ni tan bî nani	dɔrɔmɛ́ duru

4. [Use underlined word as cue.]

Nàmàsà kelen dûmà.

Nàmàsa flà dûmà.

Nàmàsa sàbà dûmà.

Nàmàsà nani dûmà.

Nàmàsà duru dûmà.

Dɔrɔmɛ́ kelen dûmà.

Mangoró duru dûmà.

Mangoró wɔrɔ dumà.
Mangoró wolonwùlà dumà.
Mangoró segin dumà.
Mangoró kɔ̀nɔ̀ntɔ̀ dumà.
Mangoró tan dumà.
Dɔrɔmɛ flà dumà.
Syɛ̀ fan tán dumà.
Syɛ̀ fan tan nì kelen dumà.
Syɛ̌ fan tan ní flà dumà.

5. Semantically related statement.

Nàmàsâ tɛ sɔ̀rɔ̀ sîsàn.	Nàmàsâ sɔ̀ngɔ̂ ka ca.
Mangòrô tɛ sɔ̀rɔ̀ sîsàn.	Mangòrô sɔ̀ngɔ̂ ka ca.
Syɛ̀ fân tɛ sɔ̀rɔ̀ sîsàn.	Syɛ̀ fân sɔ̀ngɔ̂ ka ca.
Fìnî tɛ sɔ̀rɔ̀ sîsàn.	Fìnî sɔ̀ngɔ̂ ka ca.
Vɛstî tɛ sɔ̀rɔ̀ sîsàn.	Vɛstî sɔ̀ngɔ̂ ka ca.
Furâ tɛ sɔ̀rɔ̀ sîsàn.	Furâ sɔ̀ngɔ̂ ka ca.
Livrû tɛ sɔ̀rɔ̀ sîsàn.	Livrû sɔ̀ngɔ̂ ka ca.

6. Intransitive perfective, affirmative vs. negative.

I terikɛ̂ bɔra Nàra kûnù wà?
    À ma bɔ yèn kûnù.
        À bɔra yɛ̌n bì.
I terikɛù bɔra Nàra kûnù wà?
    Ù ma bɔ yèn kûnù.
        Ù bɔra yɛ̌n bì.
I terikɛ̂ tara Nàra kûnù wà?
    À ma bɔ yèn kûnù.
        À bɔra yɛ̌n bì.

I terikɛù tara Nàra kûnù wà?
Ù ma bɔ yèn kûnù.
Ù bɔra yěn bì.
I terikɛ nana Bàmàkɔ kûnù wà?
À ma nà Bàmàkɔ kûnù.
À nàna Bàmàkɔ kûnù.
I terikɛù nàna Bàmàkɔ kûnù wà?
Ù ma nà Bàmàkɔ kûnù.
Ù nàna Bàmàkɔ kûnù.

7. Time expressions with /kàmìní/.

	À be yèn, à mɛna wà?	Has he been there long?
salòn	A be yèn. kǎmìni sâlòn.	He's been there a year.
sɔ̀ghɔmà	A bɛ yèn kàmìni sɔ̀ghɔmà.	He's been there since morning.
6:00	A be yèn kàmìni siz ɛr.	He's been there since six o'clock.
11:00	A be yèn kàmìni onz ɛr.	He's been there since eleven o'clock.
3	À be yèn lɛɛrî sàbà.	He's been there for three hours.
4	À be yèn lɛ̆ɛrí nani.	He's been there for four hours.
5	À be yèn lɛ̆ɛrí duru.	He's been there for five hours.
6	À be yèn lɛ̆ɛrí wɔrɔ.	He's been there for six hours.
	lɛɛrî flà.	

8. [The number in the answer is one less than the number in the question.]

À ye sàn wɔrɔ kɛ yɛ̌n wà?

Àyi à ye sàn duru dɔrɔn dè kɛ yèn.

À ye sàn duru kɛ yɛ̌n wà?

Àyi à ye sàn nani dɔrɔn dè kɛ yèn.

Ù ye sàn duru kɛ yɛ̌n wà?

Àyi ù ye sàn nani dɔrɔn dè kɛ yèn.

Ù ye sàn tan ni kelen kɛ yɛ̌n wà?

Àyi ù ye sàn tan dɔrɔn dè kɛ yèn.

Au ye sàn tan kɛ yɛ̌n wà?

Àyi aun ye sǎn kɔ̀nɔ̀ntɔ̀ dɔrɔn dè kɛ yèn.

Ù ye sàn tan ni sàbà kɛ yɛ̌n wà?

Àyi ù ye sàn tân ni flà dɔrɔn dè kɛ yèn.

9. Reduplication ('apiece')

duru	Duru duru.	25 F.
nani	Nani nani.	20 F.
sàbà	Sàbá sàbà.	15 F.
flà	F`lá f`là.	10 F.
kɔ̀nɔ̀ntɔ̀	Kɔ̀nɔ̀ntɔ́ kɔ̀nɔ̀ntɔ̀.	45 F.
tán	Tán tán.	50 F.
mùgàn	Mùgán mùgàn.	100 F.
kelen	Dɔ́rɔ̀mɛ̀ dɔ́rɔ̀mɛ̀.	5 F.
wólónwùlà	Wólónwùlà wólónwùlà.	35 F.

Exercise. The word /yɛrɛ̂.

M bi ta sugû là.

N yɛ̀rɛ̂ bi ta sugu là.

I bi ta sugû la wà.

I yɛ̀rɛ̂ bi ta sugu la wà.

À bi ta sugû là.

À yɛ̀rɛ̂ bi ta sugu là.

Aun bi ta sugû là.

Aun yɛ̀rɛ̂ bi ta sugu là.

Au bi ta sugû la wà.

Au yɛ̀rɛ̂ bi ta sugû la wà.

Ù bi ta sugû là.

Ù yɛ̀rɛ̂ bi ta sugû là.

Kilô sàbà di m mà.

Kilô sàbà dûmà.

Kilô sàbà di aun mà.

Kilô sàbà daun mà.

Kilô sàbà di à mà. [NB. Consecutive low tones!]

Kilô sàbà dáàma.

Kilô sàbà di ù mà.

Kilô sàbà dúù mà.

M bɛ kilô sàbà di i mà.

M bɛ kilô sàbà dîmà.

M bɛ kilô sàbà di au mà.

M bɛ kilô sàbà daumà.

Exercise. Loss of stress on the noun in certain phrases.

nàmàsâ	M bɛ nàmàsà duru sàn.
ségín	M bɛ nàmàsà ségín sàn.

nání	M bɛ nàmàsà nání sàn.
wɔ́rɔ́	M bɛ nàmàsà wɔ́rɔ́ sàn.
kélén	M bɛ nàmàsà kélén sàn.

sàbà	M bɛ nàmàsa sàba sàn.
f`là	M bɛ nàmàsa f`la sàn.
kɔ̀nɔ̀ntɔ̀	M bɛ nàmàsa kɔ̀nɔ̀ntɔ sàn.

mangorɔ̂	M bɛ mangorɔ̂ kɔ̀nɔ̀ntɔ sàn.
f`là	M bɛ mangorɔ̂ f`la sàn.
sàbà	M bɛ mangorɔ̂ sàba sàn.

wɔ́rɔ́	M bɛ mangorɔ̂ wɔ́rɔ́ sàn.
kélén	M bɛ mangorɔ̂ kélén sàn.
ségín	M bɛ mangorɔ̂ ségín sàn.
dúrú	M bɛ mangorɔ̂ dúrú sàn.

Tones of various nouns and numerals before /f lɛ/.

	À f(i)lɛ.
nàmàsâ	Nàmàsâ f(i)lɛ.
kâr	Kâr f(i)lɛ.
n ka sɔ̂	N ka sɔ̂ f(i)lɛ.
n'burû	N burû f(i)lɛ.
nàmàsà dúrú	Nàmàsà dúrú.

UNIT 10

	wúlâ	afternoon, evening
A	I ni wulâ.	Good afternoon.
B	Mbaà.	[Reply to greeting.]
B	I bɛ dì.	How are you?
	tɔ́rɔ̂	suffering, harm
	sí	
	tɛ	(negative)
A	Tɔrɔ̂ si tɛ?	I'm fine.
A	M bɛ fɛ̀ kà fìni sàn.	I'd like to buy some clothes.
	nin	this
B	I bɛ 'pantalon tɛrgâl' nin fɛ̆ wà?	Would you like these dacron trousers?
	na	to come
A	Nà ǹ ka flɛ̀.	Let me see them.
A	Dyòli dò?	How much?
	kɛ̀mɛ̀	100
	fùlà	2
B	Dɔrɔmɛ kɛ̀mɛ fùlà.	1,000 francs.
	kari	
A	À kari karî.	
	bi	multiple of ten
	duuru/duru	five
B	Kɛ̀mɛ̀ ni bî duuru.	750 francs.
A	I ti sɛ kà fɛnwɛrɛ bo àlà?	

	ti	[form of tɛ]
	yɛ̀rɛ	same [-self]
	yàá	form of yé
B	N ti se n yɛ̀rɛ yáà sàn o dè là.	I can't; that's what I paid for them myself.
	eseye (Fr: essayer)	try on
A	M bi se kà 'pantalon' eseye wà?	May I try them on?
B	Ayì wà.	Okay.
	bɛ̀nà	______
	wari	money
A	À bɛ̀nà. Wárî flɛ̀.	That fits me.
B	I ni tye.	Thanks.

1. Numbers 21-30.

21 mùgân ni kelen
22. mùgân ni flà
23. mùgân ni sàbà
24. mùgân ni nani
25. mùgân ni dúrú
26. mùgân ni wɔrɔ
27. mùgân ni wolôn wùlà
28. mùgân ni segin
29. mùgân ni kɔnɔntɔn
30. mùgân ni tan = bî sàbà

2. Numbers 31-40 by one system of numeration.

31. mùgân ni tân ni kelen
32. mùgân ni tân flà
33. mùgân ni tân sàbà

34. mùgân ni tân ni nani
35. mùgân ni tân ni duuru/duru
36. mùgân ni tân ni wɔɔrɔ/wɔrɔ
37. mùgân ni tân ni wolon wùlà
38. mùgân ni tân ni segin
39. mùgân ni tân ni kɔnɔntɔn
40. mùgân ni tân ni bî nani or dɛ́bɛ́n

3. Which member of each pair of numbers is the larger? (2-10)

2 - 4 : 4
2 - 3 : 3
4 - 3 : 4
3 - 5 : 5
5 - 2 : 5
4 - 5 : 5
6 - 5 : 6
5 - 3 : 5
6 - 2 : 6
3 - 6 : 6
6 - 7 : 7
5 - 7 : 7
7 - 4 : 7

4 - 6 : 6
7 - 8 : 8
6 - 8 : 8
8 - 5 : 8
8 - 6 : 7
8 - 3 : 8
8 - 9 : 9
7 - 9 : 9
9 - 6 : 9
5 - 4 : 5
7 - 4 : 7
9 - 8 : 9
9 - 10 : 10

8 - 10 : 10
10 - 7 : 10
4 - 9 : 9
8 - 2 : 8
10 - 9 : 10
5 - 10 : 10
10 - 5 : 10
6 - 9 : 9
8 - 3 : 8
4 - 7 : 7
10 - 2 : 10
7 - 6 : 7
2 - 4 : 4

4. Which member of each pair of numbers is larger? (11-19)

11 - 12 : 12
11 - 13 : 13
13 - 12 : 13

14 - 11 : 14
15 - 16 : 16
14 - 16 : 16

17 - 13 : 17
16 - 14 : 16
13 - 17 : 17

17 - 19 : 19
19 - 16 : 19
18 - 17 : 18

13 - 14 : 14
11 - 14 : 14
14 - 12 : 14
14 - 13 : 14
13 - 11 : 13
14 - 15 : 15
13 - 15 : 15
15 - 12 : 15

16 - 13 : 16
11 - 15 : 15
14 - 13 : 14
16 - 17 : 17
15 - 17 : 17
17 - 14 : 17
16 - 15 : 16
17 - 11 : 17

17 - 18 : 18
16 - 18 : 18
18 - 15 : 18
12 - 18 : 18
14 - 16 : 16
18 - 12 : 18
14 - 15 : 15
18 - 19 : 19

16 - 15 : 16
11 - 19 : 19
14 - 16 : 16
19 - 11 : 19
12 - 18 : 18
17 - 13 : 17
15 - 14 : 15
18 - 13 : 18

5. Which member of each pair of numbers is the larger?
(15-24)

20 - 21 : 21
20 - 22 : 22
20 - 23 : 23
20 - 24 : 24
22 - 20 : 22
24 - 20 : 24
21 - 19 : 21
19 - 21 : 21
22 - 18 : 22
18 - 22 : 22

17 - 23 : 23
23 - 17 : 23
16 - 24 : 24
24 - 16 : 24
18 - 23 : 23
21 - 17 : 21
15 - 24 : 24
19 - 23 : 23
22 - 15 : 22
17 - 23 : 23

22 - 18 : 22
21 - 19 : 21
16 - 24 : 24
23 - 17 : 23
24 - 16 : 24
19 - 21 : 21
18 - 22 : 22
15 - 16 : 16
17 - 16 : 17
23 - 24 : 24

6. Which member of each pair of numbers is the larger?
(20-30)

20 - 30 : 30
29 - 30 : 30
28 - 30 : 30
28 - 29 : 29
22 - 28 : 28
23 - 27 : 27

27 - 23 : 27
26 - 27 : 27
26 - 25 : 26
26 - 24 : 26
28 - 22 : 28
21 - 29 : 29

26 - 24 : 26
25 - 26 : 26
21 - 29 : 29
30 - 20 : 30

22 - 28 : 28
24 - 26 : 26
23 - 27 : 27
28 - 23 : 28
24 - 25 : 25

7. Which member of each pair of numbers is the larger? (1-30)

3 - 13 : 13
2 - 22 : 22
26 - 4 : 26
16 - 4 : 16
16 - 26 : 26
15 - 25 : 25
27 - 17 : 27
10 - 20 : 20
10 - 30 : 30
18 - 28 : 28
11 - 19 : 19

29 - 21 : 29
29 - 19 : 29
17 - 27 : 27
17 - 13 : 17
17 - 23 : 23
14 - 24 : 24
24 - 26 : 26
16 - 24 : 24
26 - 16 : 26
11 - 29 : 29
19 - 11 : 19

19 - 29 : 29
14 - 17 : 17
8 - 13 : 13
2 - 5 : 5
6 - 7 : 7
9 - 14 : 14
27 - 14 : 27
26 - 10 : 26
15 - 18 : 18
11 - 25 : 25
30 - 20 : 30

Exercise 8. Conversion of one system of numeration into another.

	System A	System B
31	bi sàbà ni kelen	mùgân ni tân ni kelen
41	bî nani ni kelen	dɛbɛ̂n ni kelen
51	bî duuru ni kelen	dɛ̀bɛ̂n ni tân ni kelen
61	bî wɔɔrɔ ni kelen	mànìnkɛmɛ́ ni kelen
71	bî wolonwùlà ni kelen	mànìnkɛmɛ ni tân ni kelen
81	bî segin ni kelen	bamana kɛ̀mɛ fùlà ni kelen
91	bî kɔ̀nɔntɔ ni kelen	bamana kɛ̀mɛ fùlà ni tân ni kelen
101	kɛ̀mɛ́ ni kelen	sìlamiyâ kɛ̀mɛ ni kelen

Exercise 9. Conversion of one system of numeration into another.

	System A	System B
13	tân ni sàbà	tân ni sàbà
23	mùgân ni sàbà	mùgân ni sàbà
33	bi sàbà ni sàbà	mùgân ni tân ni sàbà
43	bî nani ni sàbà	dɛbɛ̂n ni sàbà
53	bî duuru ni sàbà	dɛbɛ̂n ni tân ni sàbà
63	bî wɔɔrɔ ni sàbà	mànìnkɛmɛ ni sàbà
73	bî wolonwùlà ni sàbà	mànìnkɛmɛ ni tân ni sàbà
83	bî segin ni sàbà	bamana kɛ̀mɛ fùlà ni sàbà
93	bî kɔ̀nɔ̀ntɔ̀ ni sàbà	bamana kɛ̀mɛ fùlà ni tân ni sàbà
103	kɛ̀mɛ̀ ni sàbà	sìlamiyâ kɛ̀mɛ̀ ni sàbà

Exercise 10. Conversion of one system of numeration into another.

	System A	System B
31	bi sàbà ni kelen	mùgân ni tân ni kelen
23	mùgân ni sàbà	mùgân ni sàbà
43	bî nani ni sàbà	dɛ̀bɛ̂n ni sàbà
73	bî wolonwùlà ni sàbà	mànìnkɛmɛ ni tân ni sàbà
61	bî wɔɔrɔ ni kelen	mànìnkɛmɛ ni kelen
91	bî kɔ̀nɔ̀ntɔ ni kelen	bamana kɛ̀mɛ fùlà ni tân ni kelen
53	bî duuru ni sàbà	dɛ̀bɛ̂n ni tân ni sàbà
81	bî segin ni kelen	bamana kɛ̀mɛ fùlà ni kelen
101	kɛ̀mɛ̀ ni kelen	sìlamiyâ kɛ̀mɛ ni kelen

Exercise 11. Conversion of one system of numeration into another.

	System A	System B
21	mùgân ni kelen	mùgân ni kelen
45	bî nani ni duru	dɛ̀bɛ̂n ni duru
67	bî wɔɔrɔ ni wolonwùlà	mànìnkɛmɛ ni wolonwùlà

83	bî segin ni sàbà	bamana kèmɛ fùlà ni sàbà
38	bî sàbà ni segin	mùgân ni tân ni segin
52	bî duuru ni flà	dɛbɛn ni tân ni flà
79	bî wolonwùlà ni kɔ̀nɔ̀ntɔ̀	mànìnkɛmɛ́ ni tân ni kɔ̀nɔ̀ntɔ̀
40	bî nani	dɛbɛn
96	bî kɔ̀nɔ̀ntɔ̀ ni wɔrɔ	bamana kèmɛ fùlà ni wɔrɔ
104	kɛ̀mɛ̀ ni nani	sìlamiyâ kɛ̀mɛ̀ ni nani

BAMBARA BASIC COURSE

Units 11-13

FOREIGN SERVICE INSTITUTE
Washington, D. C.
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DEPARTMENT OF STATE

UNIT 11

BASIC DIALOGUE

	falen	crowded, full
A	Ǹkà sugû falen dɔ̌ bìì.	Say! The market is crowded today!
	dyùmàsî	Sunday
B	Dyùmàsî dò.	It's Sunday.
A	'Chapeau' nìn bɛ bɔ yɔrɔ̂ dyùmân?	Where do these hats come from?
	dè	[a particle which emphasizes what precedes it]
	d(ì)là	make (?)
B	Moptì Fulaù dè bá d(ì)là. (dè bɛ́ à d(i)la).	It's the Fulas of Mopti [who] make [them].
	tya	much
B	I ba (bɛ́ à) sɔ̀rɔ̀ à sɔ̀ngɔ̂ ka tya.	You will find them expensive. ('...their price is much.')
	nùnûn	[plural demonstrative]
	Wàgàdúgú	Ouagadougou
B	'Tapis' nùnûn bɛ bɔ Wàgàdúgú.	These rugs come from Ouagadougou.
	ǹkà	[here, an interjection of surprise (?)]
A	Ǹkà Mosiù bɛ se baralà.	The Mossis really know how to work.

Supplementary vocabulary. Names of days of the week.

dyùmàsî (nkarî)	Sunday
ǹtɛ̀nɛ̂n	Monday

tàràtâ (tàlàtâ)	Tuesday
àràbâ	Wednesday
àlàmusâ (àlkàmisâ)	Thursday
dyumâ (aldyumâ)	Friday
sibirî	Saturday
bìì	today
kunu	yesterday
tùn	[a past tense indicator]

Amplified forms of day names, using /-dôn/. [NB tonal changes]

Dyùmàsìdôn / nkaridôn.
Ǹtɛ̀nɛ̀ndôn.
Tàràtàdôn.
Àràbàdôn.
Àlàmùsàdôn.
Dyumadôn.
Sibiridôn.

Supplementary vocabulary. Tribal names and place names.

Baulên tyaamân bɛ Abidjàn.	Many Baule people live in Abidjan.
Bamanâ tyaamân bɛ Bàmàkó.	Many Bambara live in Bamako.
Sòsô tyaamân bɛ Conakry.	Many Soussou live in Conakry.
Bamanâ tyaamân bɛ Ferkessedougoû.	Many Bambara live in Ferkessedougou.
Bobô tyaamân bɛ Bobo-Diòùlàsô.	Many Bobo live in Bobo-Dioulasso.

Kàsɔ̀nkâ tyaamân bɛ 'Kayes' [Kàyi].
Kɔrɔbɔrɔ̂ tyaamân bɛ Gàó.

Twarêg tyaamân bɛ 'Tombouctôu'.

Sinafɔ̂ tyaamân bɛ Sikàso.

Fulâ tyaamân bɛ Làbe.

1. Two questions often asked about merchandise.

	'Where does this hat come from?' 'How much is this hat?'
'Chapeaû'	'Chapeaû' nìn bɛ bɔ yɔrɔ̂ dyùmân? 'Chapeaû' nìn ye dyòli dyòlì ye?
livr̂	Livr̂ nìn bɛ bɔ yɔrɔ̂ dyùmân? Livr̂ nìn ye dyòli dyòlì ye?
finî	Finî nìn bɛ bɔ yɔrɔ̂ dyùmân? Finî nìn ye dyòli dyòlì ye?
mobilî	Mobilî nìn bɛ bɔ yɔrɔ̂ dyùmân? Mobilî nìn ye dyòli dyòlì ye?
'tapîs'	'Tapîs' nìn bɛ bɔ yɔrɔ̂ dyùmân? 'Tapîs' nìn ye dyòli dyòlì ye?
nàmàsâ	Nàmàsâ nìn bɛ bɔ yɔrɔ̂ dyùmân? Nàmàsâ nìn ye dyòli dyòlì ye?
ṃburû	Ṃburû nìn bɛ bɔ yɔrɔ̂ dyùmân? Ṃburû nìn ye dyòli dyòlì ye?
kɔrî	Kɔrî nìn bɛ bɔ yɔrɔ̂ dyùmân? Kɔrî nìn ye dyòli dyòlì ye?
kafê	Kafê nìn bɛ bɔ yɔrɔ̂ dyùmân? Kafê nìn ye dyòli dyòlì ye?

2. Days of the week. [This exercise should be used first with the sentence from Col. 1 as cue and the sentence from Col. 2 as response, and then with the cue taken from Col. 2 and the response from Col. 1.]

'Today is Sunday.'	'Yesterday was Saturday.'
Bìì ye dyùmàsî ye.	Kunun tùn ye sibirî ye.
Bìì ye ǹtɛ̀nɛ̂n ye.	Kunun tùn ye dyùmàsî ye.
Bìì ye tàràtâ ye.	Kunun tùn ye ntɛ̀nɛ̂n ye.
Bìì ye àràbâ ye.	Kunun tùn ye tàràtâ ye.
Bìì ye àlàmusâ ye.	Kunun tùn ye àràbâ ye.
Bìì ye dyumâ ye.	Kunun tùn ye àlàmúsâ ye.
Bìì ye sibirî ye.	Kunun tùn ye dyumâ ye.

3. Days of the week. [Note that the day mentioned in the reply is the day following the day mentioned in the question.]

I tara sugû la dyùmàsì dôn wà?	Did you go to the market on Sunday?
Àyi, ǹtɛ̀nɛ̀ndôn dè n tara sugû la.	No, I went to the market on Monday.
I ye kar tà ǹtɛ̀nɛ̀ndôn wà?	Did you take the bus on Monday?
Àyi, tàràtàdôn dè n ye kâr tà.	No, I took the bus on Tuesday.
I ye syɛ̀ɛ sàn tàràtàdôn wà?	Did you buy the chicken on Tuesday?
Àyi, àràbàdôn dè n ye syɛ̌ sàn.	No, I bought the chicken on Wednesday

I kununa joona àràbàdôn wà ?	Did you get up early on Wednesday?
Àyi, àlàmùsàdôn dè n kununa joona.	No, I got up early on Thursday.
I nàna retâr la àlàmùsàdôn wà ?	Were you ('did you come') late on Thursday?
Àyi dyúmádôn dè n nàna retâr la.	No, I was late on Friday.
I tara barâ la dyúmádôn wà?	Did you go to work on Friday?
Àyi sibiridôn dè n tara barâ la.	No, I went to work on Saturday.
I ye fura tà sibiridôn wà?	Did you take medicine on Saturday?
Àyi dyùmàsìdôn dè n ye furâ tà.	No, I took medicine on Sunday.

4. Two proper nouns separated from one another, vs. the same two nouns adjacent to one another.

'Many Fula [live] in Mopti.'	'What do the Fulas of Mopti do?'
Fulâ tyaamân bɛ Moptì.	Moptì Fulaù bɛ mùn kɛ?
Kɔrɔbɔrɔ̂ tyaamân bɛ Gàó.	Gáó Kɔrɔbɔrɔ̂ù bɛ mùn kɛ?
Bobô tyaamân bɛ Bobo-Dìòulàssô.	Bobo-Dìòulàsso Boboù bɛ mùn kɛ?
Bamanâ tyaamân bɛ Bàmàko.	Bàmàko Bamanaùn bɛ mùn kɛ?
'Twarêg' tyaamân bɛ 'Tombouctou'.	'Tombouctou' 'Twareg' bɛ mùn kɛ?
Sòsô tyaamân bɛ Conakry.	Conakry Sosoù bɛ mùn kɛ?
Kàsɔ̀nkâ tyaamân bɛ Kayes.	Kayes Kàsɔ̀nkaù bɛ mùn kɛ?
Fulâ tyaamân bɛ Labe.	Labe Fulaù bɛ mùn kɛ?
Bamanâ tyaamân bɛ Sikàso.	Sikasso Bamanaùn bɛ mùn kɛ?
Baulên tyaamân bɛ Abidjàn.	Abidjan Bauleùn bɛ mùn kɛ?

5. Pluralization shown on the last word of the noun phrase.

	These clothes are good, but they are expensive.
fìniù	Fìnî nùnûn ka nyin, ǹkà ù sɔ̀ngɔ̂ ka tya.
mobiliù	Mobilî nùnûn ka nyin, ǹkà ù sɔ̀ngɔ̂ ka tya.
'tapis'	'Tapis' nùnûn ka nyin, ǹkà ù sɔ̀ngɔ̂ ka tya.
soù	Sô nùnûn ka nyin, ǹkà ù sɔ̀ngɔ̂ ka tya.
mangoroù	Mangorô nùn̂ûn ka nyin, ǹkà ù sɔ̀ngɔ̂ ka tya.
livrù	Livr̂ nùnûn ka nyin, ǹkà ù sɔ̀ngɔ̂ ka tya.
'chapeau'	'Chapeaû' nùnûn ka nyin, ǹkà ù sɔ̀ngɔ̂ ka tya.

6. Addition of /ko/ and /i ba sɔ̀rɔ̀/ at the beginning of sentences.

Amadú ma ta barâ la bì.	Amadou did not go to work today.
Ko Amadú ma ta barâ la bì.	They say that Amadou didn't go to work.
I ba sɔ̀rɔ̀ Amadú ma ta barâ la bì.	You will find that Amadou didn't go to work today.

À mɔ̀lɛn tɛ kɔsɔbɛ.
Ko à mɔ̀lɛn tɛ kɔsɔbɛ.
I ba sɔ̀rɔ̀ à mɔ̀lɛn tɛ kɔsɔbɛ.

Nàmàsâ kilo ye duru ye.
Ko nàmàsâ kilo ye duru ye.
I ba sɔ̀rɔ̀ nàmàsâ kilo ye duru ye.

Nàmàsâ nìn sɔ̀ngɔ̂ ka tya.
Ko nàmàsâ nìn sɔ̀ngɔ̂ ka tya.
I ba sɔ̀rɔ̀ nàmàsâ nìn sɔ̀ngɔ̂ ka tya.

I deùn bɛ lèkɔ̂l la.
Ko i deùn bɛ lèkɔ̂l la.
I bɛ sɔ̀rɔ̀ i deùn bɛ lèkɔ̂l la.

Practice conversations.

Where did Ali get that hat?	Àlî ye 'chapeaû' nǐn sàn min?	
He got it at the market on Sunday.		À ye‿à sàn sugû la dyùmàsìdôn.
Where does it come from?	À bɛ bɔ yɔrɔ̂ dyùmân?	
The Fulas of Mopti make them.		Moptì Fulaù dè ba d(ì)là.
It's a very nice looking hat.	'Chapeaú' nyumán dò.	
How much does it cost?	À ye‿à sàn dyòlì?	
I hear that it cost only ____.		Ko à ye‿à sàn dɔrɔmɛ bî wɔrɔ.
Great! I'm going to get one.	M fana bɛ do sàn.	
Go early. The market won't be crowded.		Otùma ta joona. Sugû falen tɛ sisàn.
What time did you come?	I nàna tùman jùmân bì.	
I came at 7:30.		N nàna set ɛr e dimî la.
Didn't you arrive late?	I ma nà retâr la wà?	
Not today. I was late yesterday.		Àyi. N nàna retâr la kunùn.

Practice conversations.

You ask someone how much a kilo of mangoes costs.	Mangorô kilo ye dyòlì ye?	
		Nani nani.
You ask if they're ripe.	À mɔ̀len wà?	
		À *nɛnɛ* (kɛ̀).
You aver that they aren't very ripe. You offer 10 francs.	À mɔ̀len tɛ kɔsɔbɛ. M bɛ flà di‿i mà.	
		Mangorô tɛ sɔ̀rɔ̀ sîsàn. Sàbà dûmà.
You agree and ask for 2 kilos.	Ayì wà. Kilô f`là dûma.	
You ask someone where he got these bananas.	I ye nàmàsâ nìn sɔ̀rɔ̀ min?	
		M mùsô ye‿à sàn sugû la.
You ask the price.	À sɔ̀ngɔ̂ ye dyòlì ye?	
		À ye‿à sàn dúrú.

BASIC DIALOGUE

	wòrô	Kola nut
	nùnûn	these, those
	Kɔ̀ndɔ̀warı	Ivory Coast
A	Wòro nùnûn bɛ bɔ Kɔ̀ndɔ̀warı.	These kolas come from the Ivory Coast.
	fɛ̀	to like, want
	kà	['mark of infinitive']
	dɔ	some
	nɛnɛ	to taste
B	M bɛ à fɛ̀ kà dɔ nɛnɛ.	I'd like to taste some.
	ká	[one equivalent of 'to be']
	kuna	sour, bitter
A	Ayı̀ wà ǹkà à ká kuna.	All right, but they're bitter.
B	Nı̀n ye mùn ye? [Nı̀n yɛn mùn yɛn?]	What's this?
	fòròntô	red pepper
	dò	'it is'
A	Fòròntô dò.	It's [red] pepper.
	bilen	to be red
B	Ǹkà à bilenen.	It's so red!
	bolên	to look like
	tùbàbû	European
	ta	[possessive nominalizer]
	À bolên dò tùbàbû ta fɛ̀.	It looks European.
	ó	it
	kɛ̀	[an emphatic particle]
A	O dǒ kɛ̀. [cf. ó dò.]	It is.

	lɛnburû	lemon
	dè	[emphatic particle]
	tùbàbù-lɛnburû	orange ('European lemon')
	Nìn fana ye tùbàbù lɛnburû dè ye.	These are European oranges, too.
	mask	mask
	yɔrɔ̂	place
B	Maskû bɛ fère yɔrɔ dyùmân?	Where are masks sold?
	fàan	side
	dɔ̀	part (??)
A	Sukû fàân dɔ̀ la.	On the other side of the market.
	àni	and (/à/ '3 sg.' plus /ní/ 'and'?)
	sàn	to buy
B	M bɛ Dògôn àni Bamana maskì dɛ̌ sàn.	I'd like to buy Dogon and Bambara masks.

Supplementary vocabulary.

(1) Articles that come from various parts of the Bambara speaking area.

Fòròntô nìn bɔra Segu.	Peppers come from...
Ntɛ̀ɛ̂n nìn bɔra Síkàsó.	Palm nuts...
Kòkô nìn bɔra Síkàsó.	Coconuts...
Mìsìgolô nìn bɔra Bàmàko.	Leather ('cowhide') goods...
Sògô nìn bɔra Nàrà.	Meat...
Tìgâ nìn bɔra Kìtà.	Peanuts...
Sɛbɛninkû nìn bɔra Bùgùni.	Yam...

Supplementary vocabulary. Qualities of some of the above articles.

Ǹtɛ̀ɛ̂n nìn bìlèman dǒ wà?	Is this palm nut red?
Àyi à bìlèmán tɛ.	No, it's not red.
À gɛ̀rɛn dò.	It's green.
Fòròntô nìn ka farin wà?	Is this pepper hot?
Àyi, à man farín.	No, it's not hot.
À sumalɛn dò.	It's sweet.
Kòkô nùnûn giriman dǒ wà?	Are these coconuts heavy?
Àyi, à giriman tɛ.	No, they aren't heavy.
À fɛgɛman dò.	They're light.
Sogô nìn kɛnɛkɛnɛ dǒ wà?	Is this meat fresh?
Àyi, a kɛnɛkɛnɛ tɛ.	No, it isn't fresh.
À tolilɛn dò.	It is spoiled.
Sɛbɛninkû nìn kɛnɛkɛnɛ dǒ wà?	Is this cassava fresh?
Àyi, à kɛnɛkɛnɛ tɛ.	No, it isn't fresh.
À dyàlɛn dò.	It's dry.

1. Adjective-like words after /ka/ and before /dò/.

Les élèves doivent s'exercer à donner les phrases de la colonne 2 en réponse à la phrase correspondante de la colonne 1, et inversement donner les phrases de la colonne 1 en réponse à celles de la colonne 2.

[The students should practice giving the sentences in Col. 2 in response to the corresponding sentences of Col. 1, and also the sentences of Col. 1 in response to the sentences of Col. 2.]

ka bilen vs. bilèman dò [an equivalence drill.]

It is red.	It is red.
À ka bilèn.	À bilèman dò.
À ka gírín.	À giriman dò.
À ka fárín.	À fariman dò.
À ka fɛ́gɛ́n.	À fɛgɛman dò.
À ka súmán.	À sumalɛn dò.
À ka kɛ́nɛ́.	À kɛnɛkɛnɛ dò.
*	À tolilɛn dò.
*	À dyàlɛn dò.
*	À gɛ̀rɛn dò.

2. Use of /dó/ 'some'.

	Have you ever tasted kola nuts?	I've tasted them ('some').
-	I ye wòrô nɛnɛ wà?	N ye do nene.
fère	I ye wòrô fère wà?	N ye do fère.
sàn	I ye wòrô sǎn wà?	N ye do sàn.
tà	I ye wɔ̀rô tǎ wà?	N ye do tà.
dún	I ye wòrô dún wà?	N ye do dún.

3. Vocabulary practice: types of merchandise, and names of cities.

Fòròntô nin bɔra Segu wà?	Does this pepper come from Segou?
Ɔ̀hɔ̀ à bɔra Segu.	Yes, it comes from Segou.
Misigolô nin bɔra Bàmàko wà?	Does this [Do these??] leather [goods] come from Bamako?
Ɔ̀hɔ̀, à bɔra Bàmàko.	Yes, [they?] it comes from Bamako.
Ntɛ̀ɛ̂n nin bɔra Sikàso wà?	Does this [Do these??] palm nut come from Sikasso?
Ɔ̀hɔ̀, à bɔra Sikàso.	Yes, [they?] it comes from Sikasso.

Kòkô nìn bɔra Sikàso wà?	Does this [Do these??] coconut come from Sikasso?
Ɔ̀hɔ̀, à bɔra Sikàso.	Yes, [they?] it comes from Sikasso.
Sògô nìn bɔra Nàra wà?	Does this meat come from Nara?
Ɔ̀hɔ̀, à bɔra Nàra.	Yes, it comes from Nara.
Tìgâ nìn bɔra Kìta wà?	Does this [Do these??] peanut come from Kita?
Ɔ̀hɔ̀, à bɔra Kìta.	Yes, [they?] it comes from Kita.
Sèbènìnkû nìn bɔra Bùgùni wà?	Does this [Do these??] yam come from Buguni?
Ɔ̀hɔ̀, à bɔra Bùgùni.	Yes, [they?] it comes from Buguni.

4. /bolɛn dò...fɛ̀/. /à/ as substitute for an adjective-like word.

Ǹtɛ̀ɛn nìn bìlèman dǒ wà?	Is that palm nut red?
À bolɛn dò à fɛ̀.	It seems to be (it).
À bolɛn dò bìlèman fɛ̀.	It seems to be red.
Kòkô nìn giriman dǒ wà?	Is that coconut heavy?
À bolɛn dò à fɛ̀.	It seems to be (it).
À bolɛn dò giriman fɛ̀.	It seems to be heavy.
Fòròntô nìn fariman dǒ wà?	Is that red pepper hot?
À bolɛn dò à fɛ̀.	It seems to be (it).
À bolɛn dò fariman fɛ̀.	It seems to be hot.
Sògô nìn kenɛkenɛ dǒ wà?	Is that meat fresh?
À bolɛn dò à fɛ̀.	It seems to be (it).
À bolɛn dò kenekene fɛ̀.	It seems to be fresh.

Sɛ̀bɛ̀nìnkû nìn sumalen dǒ wà?	Is that yam sweet?
À bolɛn dò à fɛ̀.	It seems to be (it).
À bolɛn dò sumalen fɛ̀.	It seems to be sweet.

5. Antonyms among adjectives-like words.

Sògô nìn kɛnɛkɛnɛ dǒ wà?	Is this meat fresh?
Àyi, à kɛnɛkɛnɛ tɛ.	No, it isn't fresh.
À tòlìlɛn dò.	It's spoiled.

Fòròntô nìn fariman dǒ wà?	Is that red pepper hot?
Àyi, à fariman tɛ.	No, it isn't hot.
À sumalɛn dò.	It's sweet.

Sɛ̀bɛ̀nìnkû nìn sumalen dǒ wà?	Is that yam sweet?
Àyi, à sumalen tɛ.	No, it isn't sweet.
À dyàlɛn dò.	It's dry.

Kòkô nìn giriman dǒ wà?	Is that coconut heavy?
Àyi, à giriman tɛ.	No, it isn't heavy.
À fɛgɛman dò.	It's light.

Ntɛ̀ɛn nìn bìlèman dǒ wà?	Is that palm nut red?
Àyi, à bìlèman tɛ.	No, it isn't red.
À gɛ̀rɛn dò.	It's green.

6. Imperfective, affirmative vs. negative.

Fòròntô nìn bɔra Sikàso wà?	Does this pepper come from Sikasso?
Àyi, à ma bɔ Sikàso.	No, it doesn't come from Sikasso.
À bɔra Segu.	It comes from Segou.

Kòkô nìn bɔra Bùgùni wà?	Does this coconut come from Buguni?
Àyi, à ma bɔ Bùgùni.	No, it doesn't come from Buguni.
À bɔra Sikàso.	It comes from Sikasso.

Tìgâ nìn bɔra Nàra wà?	Does this peanut come from Nara?
Àyi, à ma bɔ Nàra.	No, it doesn't come from Nara.
À bɔra Kìta.	It comes from Kita.

Ntɛ̀ɛ̂n nìn bɔra Bùgùni wà?	Does this palm nut come from Buguni?
Àyi, à ma bɔ Bùgùni.	No, it doesn't come from Buguni.
À bɔra Sikàso.	It comes from Sikasso.

Mìsìgolo nìn bɔra Kìta wà?	Does this hide come from Kita?
Àyi, à ma bɔ Kìta.	No, it doesn't come from Kita.
À bɔra Bàmàko.	It comes from Bamako.

Sɛ̀bɛ̀nìnkû nìn bɔra Sikàso wà?	Does this yam come from Sikasso?
Àyi, à ma bɔ Sikàso.	No, it doesn't come from Sikasso.
À bɔra Bùgùni.	It comes from Buguni.

7. City name vs. city name plus /-kaù/ 'people of': active vs. passive construction.

'Masks are made in Segou.'	'The people of Segou make masks.'
Maskû bɛ dlà Segu.	Segukaù bɛ maskû dlà.
Fugulâ bɛ dlà Moptì.	Moptìkaù bɛ fugulâ dlà.
'Tapîs' bɛ dlà 'Tombouctou'.	Tombouctoukaù bɛ 'tapîs' dlà.
Mìsìgolô bɛ dlà Bàmàko.	Bàmàkokaù bɛ mìsìgolô dlà.

8. /nìn/ 'this' used as noun modifier and alone. Adjective-like words in /-man/ used in two different constructions.

'This palm nut looks red.'

'This [one] also is red.'

Ntɛ̀ɛ̂n nìn bolɛn dò bìlèman fɛ̀.

Nìn fana ye bìlèman dè yé.

Fòròntɔ̂ nìn bolɛn dò fariman fɛ̀.

Nìn fana ye fariman dè ye.

Kòkô nìn bolɛn dò giriman fɛ̀.

Nìn fana ye giriman dè ye.

Sògô nìn bolɛn dò kɛnɛkɛnɛ fɛ̀.

Nìn fana ye kɛnɛkɛnɛ dè ye.

Sɛ̀bɛ̀nìnkû nìn bolɛn dò sumalɛn fɛ̀.

Nìn fana ye sumalɛn dè ye.

Fìni nìn bolɛn dò tùbàbù-fínî fɛ̀.

Nìn fana ye tùbàbù-fínî dè ye.

Practice conversations.

Where do these colas come from?	Wɔ̀rɔ nùnûn bɛ bɔ min?
From the Ivory Coast.	Ù bɛ bɔ Kɔ̀ndɔ̀wari.
Are they bitter?	À ka kuna wà?
Well, just taste them.	À nɛnɛ kɛ̀.
Where are peppers sold?	Fɔ̀rɔ̀ntɔ̂ bɛ fère yɔrɔ dyùmân?
On the other side of the market.	Suku fàn dɔ́ là.
I want to buy some French pepper.	M bɛ tùbàbù-fóróntô de sàn. [not dɛ̌]
It's scarce now.	O tɛ sɔ̀rɔ̀ sîsàn.

Where do these yams come from?	Sɛ̀bɛ̀nìnkû nìn bɛ bɔ min?
From Buguni.	À bɛ bɔ Bùgùni.
They look stale.	À bolɛn dò tòlìlen fɛ̀.
No, they're fresh. They arrived at the market just today.	Àyi, kɛnɛkɛnɛ dò. À nàna sugû la bìì.

UNIT 13

BASIC DIALOGUE

	tye	
A	I ni tye.	Hello.
B	Mbaà.	[Reply].
	yɛ̀rɛ̂	-self
B	I yɛ̀rɛ̂ ni tye.	('Hello yourself.')
A	I bɛ mǔn tà?	What will you ('take')?
	yira	to show
B	Mɛnû yira na.	Show me the menu.
A	Sîsàn.	Right away.
	bàsî	couscous
B	M bɛ bàsî ni sòkô dɛ fɛ̀.	I want couscous and meat.
A	I bɛ 'boisson' dyùmân fɛ̀?	What do you want to drink? ('What drink do you want?')
B	'Whiskey' ni 'sodâ' dumà.	Give me whiskey and soda.
A	'Dɛssɛrt' dùn?	What about dessert?
B	Nàmàsâ.	Banana.
	ban	to finish
A	À bana?	Is that all?
B	Ɔ̀hɔ̀.	Yes.
B	'Garçon', 'addition' diyàn.	Waiter, bring me the check.
	f(i)lɛ	to look at
A	À filɛ.	Here it is.
A	Dɔrɔmɛ kɛ̀mɛ̀ ni mùgan dò.	It's 600 francs.

Supplementary vocabulary.

Poser la question et donner à l'elève le nom qu'il doit employer dans la réponse.	Ask the question, and give the student the noun which he is to use
Par exemple =	in the reply. For example:

Instructeur:

'I bɛ yiridên dyùman fɛ̀?'

(lèmburû)

Elève:

'Lɛ̀mburû diyàn.'

Répeter ainsi la question pour chaque nouvel exemple.	Repeat the question in this manner for each new word.

	I be yiridên (yiriden suguyâ) dyùman fɛ̀?	What kind of fruit do you want?
lèmburû	Lɛ̀mburû diyàn.	Give me a lemon.
lèmbùrùbâ	Lɛ̀mbùrùbâ diyàn.	Give me an orange.
pàpàî	Pàpàî diyàn.	Give me a papaya.
nàmàsâ	Nàmàsâ diyàn.	Give me a banana.
syìmɜn	Syìmɜn diyàn.	Give me a 'fruit de carite.'
mángorô	Mángorô diyàn.	Give me a mango.
mánd(á)rinîn	Mánd(á)rinîn diyàn.	Give me a tangerine.
	I be sògò-suguyâ dyùman fɛ̀?	What kind of meat do you want?
syɛ̀ɛ̂	Syɛ̀ sógô $\left\{\begin{array}{l}\text{dɔ diàn}\\ \text{dɔ dumàn}\\ \text{dumàn.}\end{array}\right.$	Give me some chicken. ('chicken meat')
sàghâ	Sàghà sógô dumàn.	Give me some mutton.

lɛ̀ɛ̂	Lɛ̀ sógô dumàn.	Give me some pork.
mìsî	Mìsì sógô dumàn.	Give me some beef.
tɔnkɔnɔ́	Tɔ́nkɔ́nɔ́ sógô dumàn.	Give me some duck.

Form of 'indirect object' after the verb /dí/ 'give'.

	Full form.	Assimilated.	Assimilated and contracted.
1 sg.	diyan		
2 sg.	di i màn	diimàn	dimàn
3 sg.	di à màn	dáàmàn	damàn (?)
1 pl.	di aun màn	daunmàn	dammàn
2 pl.	di au màn	daumàn	
3 pl.	di ù màn	dúùmàn	dumàn (?)

Formula: dí

+ [optional assimilation except in 1 sg.]

pronoun with its usual tone

+

màn

Form of 'indirect object' after /yira/ 'to show'

À ye mɛnû yirana.	He showed me the menu.
yirila.	you (sg.)
yirala.	him/her
yirauna.	us
yiraula.	you (pl.)
yirula.	them

Formula: /yír/

+ [if this would result in a sequence of 2 consonants (as in 1 sg.), add /-a-/.]

pronoun with high tone

+ [if this would result in a sequence of vowels across this boundary, add /-l-/.]

/á/

1. Use of /dun/ with some fruits, and /mìn/ with others.
[A different fruit should be mentioned for each day of the week, but they need not be in the following order.]

	'I had orange(s) on Monday.'
lɛ̀mbùrùbâ	N ye lɛ̀mbùrùbâ mìn ǹtɛ̀nɛ̀ndôn.
lɛ̀mbùrû	N ye lɛ̀mbùrû mìn tàràtàdôn.
syìmən	N ye syìmən dun àràbàdôn.
papaî	N ye papaî dun àlàmusâ.
mangorô	N ye mangorô dun dyumadôn.
mand(a)rinîn	N ye mand(a)rinîn mìn sibiridôn.
nàmàsâ	N ye nàmàsâ dun nkarî.

2. Vocabulary practice, days of the week.

What [kind of] fruit did you eat on Monday?

I ate ('drank') oranges on Monday.

I ye yiriden dyùmân dun tɛ̀nɛ̀dôn?

N ye lɛ̀mbùrùbâ dè mìn tɛ̀nɛ̀ndôn.

It is oranges that I had ('drank').

I ye yiriden dyùmân dun tàràtàdôn.

N ye mangorô dè dun tàràtàdôn.

[Continuer ainsi. L'élève doit répondre en donnant le nom d'un fruit différent pour chaque jour de la semaine.

[Continue in this way. The student should reply with a different kind of fruit for each day of the week.]

3. Practice in mental arithmetic. Tones in phrases which consist of a noun plus a numeral.

Nàmàsâ kilô sɔ̀ngɔ̂ ye dɔrɔmɛ wɔrɔ̣ ye. Nàmàsâ kilô bɛ sàn dɔrɔmɛ wɔɔrɔ.	A kilo of bananas costs 30 Frs.
Kilo f`la dùn?	What about two kilos?
Nàmàsâ kilo f`là bɛ sàn dɔrɔmɛ tân ni f`là.	Two kilos of bananas cost 60 Frs.
Kilo naani dùn?	What about four kilos?
Nàmàsâ kiló naaní bɛ́ sàn dɔrɔmɛ mùgân ni naani.	Four kilos of bananas cost 120 Frs.

Wòrô kilô bɛ sàn dɔrɔmɛ wɔɔrɔ.

Kilo f`la dùn?
Worô kilo f`là bɛ sàn dɔrɔmɛ wɔɔrɔ.
Kilo naani dùn?
Worô kilo naani bɛ sàn dɔrɔmɛ wɔɔrɔ.

Ntɛ̀ɛ̂n kilô bɛ sàn dɔrɔmɛ sàbà.

Kilo f`la dùn?
Ntɛ̀ kilo f`là bɛ sàn dɔrɔmɛ wɔɔrɔ.

Kilo sàba dùn?
Ǹtɛ̀ kilo sàbà bɛ sàn dɔrɔmɛ kɔ̀nɔ̀ntɔ̀.

Lɛ̀mbùrùbâ kilô bɛ sàn dɔrɔmɛ segin.
Kilo f`la dùn?
Lɛ̀mbùrùbâ kilo f`là bɛ sàn dɔrɔmɛ tân ni wɔɔrɔ.
Kilo sàba dùn?
Lɛ̀mbụrùbâ kilo sàbà bɛ sàn dɔrɔmɛ mùgan ni nani.

Sàghà-sogô kilô bɛ sàn dɔrɔmɛ bí naṇi.
Kilo naani dùn?
Sàghà-sogô kiló naaní bɛ sàn dɔrɔmɛ kɛ̀mɛ̀ ni bí wɔrɔ.
Kilo duuru dùn?
Sàghà-sogô kiló duurú bɛ sàn dɔrɔmɛ kɛ̀mɛ f`là.

4. Two verbs which take 'indirect objects'.

N ye pàpàyî dɔ sɔ̀rɔ̀.	I got some papaya.
À ye pàpàyî (dɔ) diyàn.	He gave me some papaya.
À ye pàpàyî dɔ yirana.	He showed me some papaya.

I ye pàpàyî dɔ sɔ̀rɔ̀.	Alî ye pàpàyî dɔ sɔ̀rɔ̀.
À ye pàpàyî dɔ dimàn/di imàn.	À ye pàpàyî dɔ di àmàn.
À ye pàpàyî dɔ yirila.	À ye pàpàyî dɔ yirala.

Aun ye pàpàyî sɔ̀rɔ̀.	Au ye pàpàyî sɔ̀rɔ̀.
À ye pàpàyî dɔ di aunmàn/dammàn.	À ye pàpàyî dɔ daumàn./di aumàn.
À ye pàpàyî dɔ yirauna.	À ye pàpàyî dɔ yiraula.

Ù ye pàpàyî sɔ̀rɔ̀.
À ye pàpàyî dɔ dúmàn/dí ùmàn.
À ye pàpàyî dɔ yirula.

5. 'Indirect objects': choosing the appropriate person-number for a reply.

'Give me some papaya.'
'I can't give you any papaya.'

Pàpàyî dɔ diàn.
N ti se kà pàpàyî dɔ dimàn/di i màn.

Pàpàyî dɔ di à màn.
N ti se kà pàpàyî dɔ di à màn.

Ṃburû dɔ di aun màn.
N ti se kà ṃburû dɔ di au màn.

Kafê dɔ di ù màn.

N ti se kà kafê dɔ di ù màn.

[L'instructeur doit demander un certain nombre d'articles comme ceux qui précèdent, selon le modèle suivant:	[The instructor should make a number of requests like the above, according to the following pattern:

Pàpàyî	dɔ	diàn
Mìsì-sogô		di aunmàn
Nàmàsâ		di àmàn
Wàrî		di ùmàn
etc.		

L'élève doit répondre de la même manière que dans l'exercice 5.]	The student should reply as in Exercise 5.]

6. 'Passive' vs. 'active' word order.

	'Where is fruit bought?'	'I buy fruit at the market.'
sàn	Yiridên bɛ sàn yɔ́rɔ̂ dyùmân?	N yɛ̀rɛ̂ bɛ yiridên sàn sugû la.
syɛ̀ fân	Syɛ̀ fân bɛ sàn yɔrɔ̂ dyùmân?	N yɛ̀rɛ̂ bɛ syɛ̀ fân sàn sugû la.
fère	Syɛ̀ fân bɛ fère yɔrɔ̂ dyùmân?	N yɛ̀rɛ̂ bɛ syɛ̀ fân fère sugû la.
fìnî	Fìnî bɛ fère yɔrɔ dyùmân?	N yɛ̀rɛ̂ bɛ fìnî fère 'boutiquê' la.

sɔ̀rɔ̀	Fìnî bɛ sɔ̀rɔ̀ yɔ́rɔ̂ dyùmân?	N yɛ̀rɛ̂ bɛ fìni sɔ̀rɔ̀ 'boutîque 'la.
d`là	Fìnî bɛ d`là yɔrɔ̂ dyùmân?	N yɛ̀rɛ̂ bɛ fìnî d´lá só.

Practice conversations.

What do you want?	I bɛ mǔn fɛ̀?
I'd like couscous and meat.	M bɛ bàsi ni sògô de fɛ̀.
Is that all?	À bana wà?
No. I also want something to drink.	Àyi m bɛ 'boisson' fɛ̀.
What did you buy at the market?	I ye mǔn sàn sugû la?
I bought kolas.	N ye wòrô de sàn.
Is that all?	Ò dɔrɔn wà?
No, I also bought peppers.	Àyi, n ye fòròntô fana sàn.
Waiter, give me the check.	'Garçon,' 'addition' diyàn.
Here you are. 1000 francs.	À filɛ́. Dɔrɔmɛ kɛ̀mɛ f`là.
That's high!	Ò ka tya!
The couscous was 500 Fr.	Bàsî ye kɛ̀mɛ̀ ye.
Oh. I understand. O.K.	Ayì wà.

Free conversation.

Discuss a color slide of an African market.

BAMBARA BASIC COURSE

Units 14-16

FOREIGN SERVICE INSTITUTE
Washington, D. C.
1964
DEPARTMENT OF STATE

UNIT 14

BASIC DIALOGUE

Aun ka ta 'Màlì Barâ' là.	Let's go to the Mali Bar.
na	
Mùn nà?	What for?
Dumunî la.	To eat.
Àwɔ.	All right.
Warî be i fɛ̌ wà.	Do you have [any] money?
Àwɔ.	Yes.
Dyòlì?	How much?
waa(wagha)	thousand
bolô	hand
Waa kelên bɛ m bolo.	I have 5,000 francs ('One thousand [x 5 francs] is my hand.')
Àwɔ, an ka ta.	All right, let's go.

Supplementary vocabulary.

Verb		Noun	
tobi	cook	tobilî	cooking
fère	sell	fèrèlî	selling
fò	greet	fòlî	greeting
tà	take	tàlî	taking
sɛbɛn	write	sɛbɛnî	writing
dun/dumu	eat	dumunî	eating
mìn	drink	mìnî	drinking
dɔn	to know	dɔnî	knowledge

Formula:

Root with its basic tone

+

Cî C is /n/ if last consonant of the verb root is a nasal /l/ otherwise.

Tones of nouns in sentence final position.

Notice the tones of the noun spelled bolo in these uses:

bolô [cited in isolation or used as subject or object before a verb].

Waa kelên bɛ m boló. I have 5,000 francs.

The student has already learned that in Bambara both the subject and the object of a verb normally precede it. A fairly large number of nouns, including place names and also including /bolo/ 'hand' and /so/ 'house' may be used in a way other than as subject or object. The sentence cited above contains an example of /bolo/ used in this way. Exercise 3 contains a similar example with /so/:

M mùsô tara só. My wife has gone home.

cf. sô [cited in isolation, or used as subject or object of a verb.]

When nouns are used in this way, they do not carry a stress. That is to say, the final syllables of /so/ and /bolo/ in these sentences have high level pitch, and not falling pitch.

1. Contrast of verbs vs. noun derived from it.

M ba fɛ̀ kà n ka livr tà.	I want to take my book.
M ba fɛ̀ kà kafê mìn.	I want to drink coffee.
M ba fɛ̀ kà n nyɛ̂ ko.	I want to wash my face.
M ba fɛ̀ kà fìnî ko.	I want to wash clothes.
M ba fɛ̀ kà n ka mobilî ko.	I want to wash my car.
M ba fɛ̀ kà n ka bàsî tobi.	I want to cook couscous.
M ba fɛ̀ kà n ka bàsî dun.	I want to eat couscous.
M ba fɛ̀ kà n ka sɛbɛnî kɛ.	I want to do some writing.

M bi ta só ń-ka-livr-tâ la.	I'm going home to take my book.
M bi ta só káfe-mîn la.	I'm going home to drink coffee.
M bi ta só n-nyɛ-kô la.	I'm going home to wash my face.
M bi ta só fìnì-kô la.	I'm going home to wash clothes.
M bi ta só mobilî-ko la.	I'm going home to wash my car.
M bi ta só bàsì-tobî la.	I'm going home to cook couscous.
M bi ta só bàsì-dumû la.	I'm going home to eat couscous.
M bi ta só sɛbɛni-kê la.	I'm going home to do some writing.

Groups 3 and 4 contain object-verb compounds, which are written with hyphens.

2. Construction with /kà/ vs. construction with /ká/.

	'Do you want to go to the hotel?'	'Let's go to the hotel.'
ta 'hotêl' la	I ba fɛ̀ kà ta 'hotêl la wà?	An ká ta 'hòtêl' là.
kafê mìn	I ba fɛ̀ kà kafê mǐn wà?	An ká kafê mìn.
kâr tà	I ba fɛ̀ kà kâr tà?	An ká kâr tà.
wòrô sàn	I ba fɛ̀ kà wòrô sàn?	An ká wòrô sàn.
wòrô nɛnɛ	I ba fɛ̀ kà wòrô nɛnɛ wà?	An ká wòrô nɛnɛ.
'dessêrt' dun	I ba fɛ̀ kà 'dessêrt' dun wà?	An ká 'dessêrt dun.

3. Sentences that contain nouns derived from verbs.

1.	M mùsô tara só.	My wife went home.
	Mùn nà?	What for?
	Tobilî la.	To cook.
	À bɛ mùn tobi bìì?	What is she cooking today?
	À bɛ bàsî tobi.	She is cooking couscous.
2.	Mùn nà aun bɛ ta lèkɔ̂l la?	Why do we go to school?
	Aun bɛ ta sɛbɛnî la.	We go (there) to write.
3.	Mùn nà aun bɛ ta 'restaurant' la?	Why do we go to the restaurant?
	Aun bɛ ta dumunî la.	We go (there) to eat.
	I ye mùn dun sɔ̀ghɔmà?	What did you eat this morning?
	N ye mburû dun.	I ate bread.
4.	Mùn nà aun bɛ ta sugû la?	Why do we go to the market?
	Aun bɛ ta fèrèlî ni sànî la.	We go (there) to sell and buy.
	I ye mŭn sàn sɔ̀ghɔmà?	What did you buy this morning?
	N ye yiridên sàn.	I bought fruit.

4. Nouns with and without /tyaamân/ 'much, many'.

	'Do you have money?'	'Yes I have lot of money.'
warî	Warî bɛ i bolo wà?	Warî tyaamân bɛ m bolo.
à	Warî bɛ à bolo wà?	Warî tyaamân bɛ à bolo.
mburû	Mburû bɛ à bolo wà?	Mburû tyaamân bɛ à bolo.
au	Mburû bɛ au bolo wà?	Mburû tyaamân bɛ aun bolo.

livrû	Livrû bɛ au bolo wà?	Livrû tyaamân bɛ aun bolo.
ù	Livrû bɛ ù bolo wà?	Livrû tyaamân bɛ ù bolo.
namasâ	Namasâ bɛ ù bolo wà?	Namasâ tyaamân bɛ ù bolo.
i	Namasâ bɛ i bolo wà?	Namasâ tyaamân bɛ m bolo.

5. Nouns with and without /dyòli/ 'how many'.

	'I have some eggs.'	'How many eggs do you have?'
syɛ-fân	Syɛ̀-fân (dɔ) bɛ m fɛ̀.	Syɛ fan dyòlî bɛ i fɛ̀?
aun	Syɛ̀-fân bɛ aun fɛ̀.	Syɛ̀ fan dyòlî bɛ au fɛ̀?
syɛ̂	Syɛ̂ bɛ aun fɛ̀.	Syɛ̀ dyòlî bɛ au fɛ?
à	Syɛ̂ bɛ à fɛ̀.	Syɛ̀ɛ́ dyòlî bɛ à fɛ?
den	Den̂ bɛ à fɛ̀.	Den dyoli bɛ à fɛ?
ù	Dên bɛ ù fɛ̀.	Den dyoli bɛ ù fɛ?
mangorô	Mangorô bɛ ù fɛ̀.	Mangoro dyoli bɛ ù fɛ?
m	Mangorô bɛ m fɛ̀.	Mangoro dyoli bɛ i fɛ?

6. Large sums of money. Mental multiplication and division by two.

100 Frs.	dɔrɔmɛ mùgan	dɔrɔmɛ́ bî nani
200 Frs.	dɔrɔmɛ bî nani	dɔrɔmɛ bî segin
300 Frs.	dɔrɔmɛ bî wɔɔrɔ	dɔrɔmɛ kɛ̀mɛ̀ ni mùgàn
350 Frs.	dɔrɔmɛ bî wolonwùlà	dɔrɔmɛ kɛ̀mɛ̀ ní bî nani
450 Frs.	dɔrɔmɛ bî kɔnɔntɔ́	dɔrɔmɛ kɛ̀mɛ̀ ni bî segin
500 Frs.	dɔrɔmɛ kɛ̀mɛ̀	dɔrɔmɛ kɛ̀mɛ fùlà
1000 Frs.	dɔrɔmɛ kɛ̀mɛ fùlà	dɔrɔmɛ kɛ̀mɛ̀ nani
1500 Frs.	dɔrɔmɛ kɛ̀mɛ̀ sàbà	dɔrɔmɛ kɛ̀mɛ̀ wɔrɔ
2000 Frs.	dɔrɔmɛ kɛ̀mɛ̀ nani	dɔrɔmɛ kɛ̀mɛ̀ segin

7. Mental arithmetic in complete sentences. Division by 2.

'Give me 200 Frs.' 'I can give you 100 Frs. only.'

200 Dɔrɔmɛ bînani dúmàn.
M bi se kà dɔrɔmɛ mùgan dɔrɔn dii man.

500 Dɔrɔmɛ kèmɛ̀ dúmàn.
M bi se kà dɔrɔmɛ bî duru dɔrɔn dii man.

1000 Dɔrɔmɛ kèmɛ̀ fùlà dúmàn.
M bi se kà dɔrɔmɛ kèmɛ̀ dɔrɔn dii ḿan.

800 Dɔrɔmɛ kèmɛ̀ ni bî wɔɔrɔ dúmàn.
M bi se kà dɔrɔmɛ bî segin dɔrɔn dii man.

900 Dɔrɔmɛ kèmɛ̀ ni bî segin dúmàn.
M bi se ka dɔrɔmɛ bî kɔ̀nɔ̀ntɔ́ dɔrɔn dii man.

3000 Dɔrɔmɛ kèmɛ̀ wɔɔrɔ dúmàn.
M bi se kà dɔrɔmɛ kèmɛ sàbà dɔrɔn dii man.

Practice conversations.

Where did you go this morning?	I tara min bìi sɔ̀ghomà?	
To the market.		Sugû la.
What for?	Mùn nà?	
To buy some____		Sambara-sân la.

Let's go to Amadu's house.	An ka ta Amadu ka só.	
What for?		Mù nà.
I want to get some medicine.	Fura-kô la.	
He's not at the hospital now.		À tɛ hopitâl la sisàn.
He's at home.		A bɛà ka só.

Where is my book?	N ka livr̂ bɛ min?	
In my office.		N ka birô kɔnɔ.
I didn't find it there.	M maà sɔ̀rɔ̀ yen.	
It's on the table.		À bɛ tabilî kan.

UNIT 15

BASIC DIALOGUE

A	Aun bɛ mùn nin mùn dun?	What all are we going to eat?
	sàlàtî	salad
B	Syèɛ̂ ni sàlàtî.	Chicken and salad.
A	ɔ̀ ka di.	That's good.
A	Aun bɛ bàsî fana dun wà?	Shall we also have ('eat') couscous?
	tyaya	to become much
	kódyùgù	much
B	ɔ̀ warî bɛ tyaya kódyùgù.	That [money] will be [too] much.
A	Ayìwà.	Very well.
A	Aun ka kinî fàra‿à	Let's add (cooked) rice.
B	Dumunî kà diye kodyùgù.	You like to eat too much.
	bònyà	getting fat
B	I bɛ kà bònya.	You're getting fat.

Supplementary vocabulary. Some physical qualities.

ɔ̀ ká dí.	It is good (in taste).
ɔ̀ ká tyá.	It is expensive, much.
ɔ̀ ká nyí.	It is good.
ɔ̀ ká kúná.	It is sour.
ɔ̀ ká gó.	It is bad (in taste).
ɔ̀ ká fárín.	It is hot (in taste).
ɔ̀ ká bòn.	It is large.
ɔ̀ ká dɔgɔ.	It is small, few.
ɔ̀ ká gɛ̀lɛ̀n.	It is different.
ɔ̀ ká nɔ́gɔ́n.	It is easy.

1. Inchoative verbs.

The dialogue for this unit contains the sentences:

O warî bɛ tyaya kódyùgù.	That will be [too] much [money].
I bɛ kà bòn-ya.	You're getting fat.

In the first sentence, tyaya consists of /tya/ 'much' plus /ya/. The second contains /bòn/ 'large' plus the same /ya/. These combinations of a root plus /ya/ are used to convey the idea that the quality represented by the root is in the process of being attained or acquired. The resulting phrases are INCHOATIVE verbs. ? Thus, in the dialogue, the price of the food ordered is not very great, but if couscous were to be added to the order, the price (/wari/) would increase, and after this increase, Speaker B would consider it excessive. A very literal rendition of this sentence would be, 'That money will have-increased [too] much.'

The inchoative form /tyaya/ in the first of the above examples follows directly after the imperfective particle /bɛ/, and means that the state will have been attained. By contrast, the inchoative form /bòn-ya/ follows /bɛ kà/, and means that the state of largeness is even then in the process of being attained.

The following are further examples of the difference between /bɛ/ plus inchoative and /bɛ kà/ plus inchoative:

Mobilî bɛ tyaya sirâ kàn.	There will be more cars on the road (e.g. on Saturday).
Mobili sɔ̀ngɔ̂ bɛ kà tyaya.	The price of cars is increasing.
I dên bɛ kà bònyà. I dên bɛ bònyà la.	Your child is getting fat.

Kɔ̀ndɔ̀wari mɔ̀gɔ̂ bɛ kà tyaya.	The population of the Ivory Coast is increasing.

[Try to notice whether /bon/ plus /ya/ is pronounced /bo nya/ or /bon ya/, and whether other adjectives that end with a nasal vowel (/farin/, /gɛlɛn/ etc.) follow the same rule.]

1. Adjective vs. inchoative verbs.

tya	Kɔ̀ndɔ̀wárí mɔ̀gɔ̂ ka tya.	The people of the Ivory Coast are many.
	À bɛ kà tyaya.	They are increasing.
bòn	'Abidjàn' ka bòn.	'Abidjan' is large.
	À bɛ kà bòn-ya.	It is growing.
dí	I ka bamana kân ka di.	Your Bambara is good.
	À bɛ kà diya.	It is improving.
kuna	Fura nìn ka kuna.	This medicine is bitter.
	[no inchoative form]	
dɔgɔ	Yirí-dén sɔ̀ngɔ̂ ka dɔgɔ.	The price of fruit is low.
	À bɛ kà dɔgɔya.	It is decreasing.
gɛ̀lɛ̀n	N ka bìrò-barâ ká gɛ̀lɛ̀n.	My office-work is hard.
	À bɛ kà gɛ̀lɛ̀n yá. [gɛ̀lɛ̀ ya]	It is getting harder.

Dans la première phrase de chacun de ces groupes, le dernier mot (/tya, bòn/ etc...) exprime une qualité qui est attribuée au sujet de la phrase ('beaucoup,

In the first sentence of each of these groups, the last word (/tya, bɔ̀n/ etc.) stands for a quality which is being ascribed to the subject of the sentence

grand, bon' etc...). L'avant dernier mot de chacune de ces phrases est /_______ /. Son ton est __________.

Dans la deuxième phrase de chaque groupe, on trouve les mêmes formes (/tya, bòn/ etc...) mais cette fois elles sont suivies de /_____ /. Le ton de cette syllabe finale est _____. Le mot qui précède /tya, bòn/ etc... est _______. Son ton est _______. Sous ce rapport, le /ka/ de la première phrase de chaque groupe et le /ka/ de la deuxième phrase sont différents. Le /kà/ de la deuxième phrase est précédé de /_____ / tandis que le /ká/ de la première ne l'est pas. La deuxième phrase de chaque groupe exprime l'idée que le sujet est entrain d'acquérir

('many, large, good' etc.). The next-to-last word in each of these sentences is /_________ /. Its tone is _____________.

In the second sentence of each group, the same forms (/tya, bòn/ etc.) appear, except that this time they are followed by /_____ /. The tone of this final syllable is ________. The word which precedes /tya, bòn/ etc. is _____. Its tone is _______. In this respect, the /ká/ of the first sentence of each group and the /kà/ of the second sentence are different from one another. The /kà/ of the second sentence is preceded by /_____ /, while the /ká/ of the first is not. The second sentence of each group says that the subject is in the process of acquiring some

une caractéristique quelconque. La construction utilisée dans ce but est:

characteristic. The construction which is used for this purpose is:

[Sujet] bɛ́ kà [Qualité] -ya.

[Subject] bɛ́ kà [Quality] -ya.

Le terme technique pour la combinaison de /tya, bɔ̀n/ etc... plus /-ya/ est 'INCHOATIF'. Ainsi, /dɔgɔ/ (est /n'est pas) une forme 'inchoative', tandis que /dɔgɔya/ __________.

The technical term for the combination of /tya, bɔ̀n/ etc. plus /-ya/ is 'INCHOATIVE'. Thus, /dɔgɔ/ (is/is not) an 'inchoative' form, while /dɔgɔya/ __________________________.

The words such as /tya, bɔ̀n/ which follow /ká/ in the construction exemplified in the first sentence of each group will be called ADJECTIVES.

2. Inchoative verb vs. the adjectives from which they are derived.

Mobili sɔ̀ngɔ̂ bɛ kà tyaya.	The price of cars is going up.
Ɔ̀hɔ̀, à ká tyá kɔsɔbɛ.	Yes, it's very high.
N ka barâ bɛ kà tyaya.	My work is increasing.
Ɔ̀hɔ̀, à ká tyá kɔsɔbɛ.	Yes, it's very much.

N ka barâ bɛ kà nɔgɔnya.	My work is getting easier.
Ɔ̀hɔ̀, à ká nɔgɔn kɔsɔbɛ.	Yes, it's very easy.
Sɛbɛnin bɛ kà nɔgɔnya.	Writing is getting easier.
Ɔ̀hɔ̀, à ká nɔgɔn kɔsɔbɛ.	Yes, it's very easy.
Sɛbɛnin bɛ kà gɛ̀lɛ̀n ya.	Writing is getting difficult.
Ɔ̀hɔ̀, à ká gɛ̀lɛ̀n kɔsɔbɛ.	Yes, it's very difficult.
Bamanan kan fɔ̂ bɛ kà gɛ̀lɛ̀n ya.	Bambara (language) is getting difficult.
Ɔ̀hɔ̀, à ká gɛ̀lɛ̀n kɔsɔbɛ.	Yes, it's very difficult.

3. Construction with /dò/ vs. construction with /bɛ́ kà/.

Sogo nìn tolilɛn dǒ wà?	Is this meat spoiled?
À bɛ kà toli.	It is getting spoiled.
Sogo nìn bɛ kà toli.	This meat is getting spoiled.
Sɛbɛninku nìn dyalɛn dǒ wà?	Is this cassava dried out?
À bɛ kà dyà.	It is getting dried out.
Sɛbɛninku nìn bɛ kà dyà.	This cassava is getting dried out.
Ǹtɛ̀ɛn nùnun bìlèman dǒ wà?	Are those palm nuts red?
Ntɛ̀ɛn nìn bɛ kà bìlèn-ya.	

4. The six person-number elements in the construction that translates 'to like.'

	'You really like to eat!'	
i	Dumunî ka di‿i ye kodyùgù.	2 sg.
n	Dumunî ka di n ye kodyùgù.	1 sg.
à	Dumunî ka di‿à ye kodyùgù.	3 sg.
aun	Dumunî ka di‿aun ye kodyùgù.	1 pl.
au	Dumunî ka di‿au ye kodyùgù.	2 pl.
ù	Dumunî ka di‿ù ye kodyùgù.	3 pl.

5. Person change from question to answer in the construction that translates English 'to like'.

dumunî	Dumunî ka di‿i ye wà?	Do you like to eat?
	Dumunî ka di n ye kodyùgù.	I like to eat very much.
à	Dumunî ka di‿a ye wà?	
	Dumunî ka di‿a ye kodyùgù.	
tobilî	Tobilî ka di‿a ye wà?	
	Tobilî ka di‿a ye kodyùgù.	
ù	Tobilî ka di‿ù ye wà?	
	Tobilî ka di‿ù ye kodyùgù.	
basî	Basî ka di‿ù ye wà?	
	Basî ka di‿ù ye kodyùgù.	
au	Basî ka di‿au ye wà?	
	Basî ka di‿au ye kodyùgù.	
sàgà sógô	Sàgà sógô ka di‿au ye wà?	
	Sàgà sógô ka di‿au ye kodyùgù.	
à	Sàgà sógô ka di‿à ye wà?	
	Sàgà sógô ka di‿à ye kodyùgù.	

bamana kan fô	Bamana kan fô ka di‿à ye wà?
	Bamana kan fô ka di‿à ye kodyùgù.
ù	Bamana kan fô ka di‿ù ye wà?
	Bamana kan fô ka di‿ù ye kodyùgù.
joona wulilî	Joona wulilî ka di‿ù ye sɔ̀gomà wà?
	Joona wulilî ka di‿ù ye sɔ̀gomà kodyùgù.
i	Joona wulilî ka di‿i ye sɔ̀gomà wà?
	Joona wulilî ka di n ye sɔ̀gomà kodyùgù.
dumuni	

6. The construction /mùn ni mùn/ 'what all?'

	'What all will/do we eat?'
dun	Aun bɛ mùn nin mùn dun?
i	I bɛ mùn nin mùn dun?
fɛ̀	I bɛ mùn nin mùn fɛ̀?
ù	Ù bɛ mùn nin mǔn fɛ̀?
kɛ́	Ù bɛ mùn nin mǔn kɛ́?
à	À bɛ mùn nin mùn kɛ́?
tà	À bɛ mùn nin mǔn tà?
au	Au bɛ mùn nin mǔn tà?
dɔn	Au bɛ mùn nin mùn dɔn?
aun	Aun bɛ mùn nin mùn dɔn?
fère	Aun bɛ mùn nin mǔn fère?
à	À bɛ mùn nin mǔn fère?
mìn	À bɛ mùn nin mǔn mìn?
i	I bɛ mùn nin mǔn mìn?
sàn	I bɛ mùn nin mǔn sàn?
ù	Ù bɛ mùn nin mǔn sàn?

sɛbɛn	Ù bɛ mùn nin mùn sɛbɛn?
au	Au bɛ mùn nin mùn sɛbɛn?
fɔ́	Au bɛ mùn nin mùn fɔ́?
aun	Aun bɛ mùn nin mùn fɔ́?

7. Pairs of nouns joined by /ní/. [Note that for some pairs of nouns, only one order is idiomatic, while for other pairs either order is possible.]

mùsô	mùsô ní deùn
deùn	
syɛ̀ɛ̂	syɛɛ̂ ni sàlàtî
sàlàtî	sàlàtî ni syɛ̀ɛ̂
sɔ̀gɔmà	sɔ̀gɔmà ni wulâ
wulâ	
sògô	kinî ni sògô
kinî	
kâr	kâr ni mobilî
mobilî	mobilî ni kâr
sû 'nuit'	sû ni t`lè
t`le	t`lê ni sû

8. Adding two to a previously stated number of articles.

'I had four books.'
'I added two to that.'
'Now I have six books.'

livr nani	Livr naani tùn bɛ m bolo. N ye fˋlà fàra‿à kan. Livr wɔɔrɔ bɛ m bolo sisàn.
livr sàbà	Livr sàbá tùn bɛ m bolo. N ye fˋlà fàra‿à kan. Livr duuru bɛ m bolo sisàn.
syɛ̀ɛ sàbà	Syɛ̀ɛ́ sǎba tùn bɛ m bolo. N ye fˋlà fàra‿à kan. Syɛ̀ɛ̀ duuru bɛ m bolo sisàn.
syɛ̀ɛ̀ nani	Syɛ̀ɛ̀ naani tùn bɛ m bolo. N ye fˋlà fàra‿à kan. Syɛ̀ɛ̀ wɔɔrɔ bɛ m bolo sisàn.
syɛ̀ɛ̀-fàn tán	Syɛ̀ɛ̀-fàn tán tùn bɛ m bolo. N ye fˋlà fàra‿à kan. Syɛ̀ɛ̀-fàn tân ni fˋlà bɛ m bolo sisàn.

[Add practice conversations!!]

UNIT 16

BASIC DIALOGUE (In a restaurant.)

yàn	here
I bi yàn?	[A colloquial greeting.] ('Are you here?')
Ɔhɔ, n nàna dumunî na.	Yes, I came to eat.
kɛrɛ̂	side
Aun bi se kà sìgì í kɛ̀rɛ fɛ̀ wà?	May we sit next to you?
Ɔ̀hɔ̀.	Sure
I ye mǔn tà?	What did you order?
kinî	cooked rice
tòô	thick porridge
Bàsî ni kinî ni tòô.	Couscous and rice and thick porridge.
dɛ́	!
I bi se kà‿o bɛɛ dun dɛ!	You can eat all that!
kú̮ngɔ̂	hunger
kodyùgù	very much
Àwɔ kú̮ngɔ̂ bɛ na kodyùgù.	Yes, I'm very hungry.
sɛrvi	to serve
Bɔì, i tɛ‿an sɛrvi sisàn wà?	Boy, won't you serve us now?
'Patron' au bɛ mǔn tà?	What will you have, sir?
Kinî ni syɛ̀ɛ̂, àni sàlàdî.	Rice and chicken, and salad.
Kungô bɛ‿au faná lá kɔsɔbɛ wà?	Are you also very hungry?
Ɔ̀hɔ̀.	Yes.
surɔ̀/sû	night
Aun ma dumuní kɛ kunù surɔ̀.	We didn't eat last night.
M bɛ‿au sɛrvi sisàn.	I'll serve you right away.

Supplementary vocabulary. Physical states.

Kungɔ̂ bɛ na.	I'm hungry.
Minɔgɔ̂ bɛ‿i la wà?	Are you thirsty?
Nɛnɛ̂ bɛ‿à la.	He feels cold.
Funtenî bɛ‿aun na.	We feel warm.
Sùnɔ̀kɔ̂ bɛ‿au la wà?	Are you sleepy?
Kùngòlò-dimî bɛ‿ù la.	They have headaches.

1. Use of one construction that translates English 'have'. Contrast of /bɛ/ (imperfective particle) vs. /^ bɛɛ/ 'all'.

	Kinî bɛ‿au bolo wà?	Do you (pl.) have any (cooked) rice?
	Aun ka kinî bɛɛ bɛ tàbàlî kan.	All our cooked rice is on the table.
tòô	Tòô bɛ‿au bolo wà?	
	Aun ka tòô bɛɛ bɛ tàbàlî kan.	
syɛ̀ɛ̂	Syɛ̀ɛ̂ bɛ‿au bolo wà?	
	Aun ka syɛ̀ɛ̂ bɛɛ bɛ tàbàlî kan.	
warí	Warî bɛ‿au bolo wà?	Do you have any money?
	Aun ka warî bɛɛ bɛ sô kɔnɔ.	All our money is in the house.
fúrâ	Furâ bɛ‿au bolo wà?	
	Aun ka furâ bɛɛ bɛ sô kɔnɔ.	
syɛ̀ɛ̀-fân	Syɛ̀ɛ̀-fân be‿au bolo wà?	
	Aun ka syɛ̀ɛ̀-fân bɛɛ sô kɔnɔ.	

In each of these pairs of sentences, the second sentence contains the word /bɛɛ/ 'all'. In each example, the syllable which immediately precedes /bɛɛ/ is ________________. For this reason, the word may be cited in writing as /^bɛɛ/. There (is/is not) a downstep in pitch between /^bɛɛ/ and the word that follows it.

The word /^dɔ/ 'some' will be found (cf. next exercise) to behave tonally in the same way.

2. Nouns with /^dɔ/ and /^bɛɛ/, /^dɔ/ used without and with an accompanying noun.

kinî	Kinî bɛɛ bana wà?	Is the rice all gone?
	Àyí, dɔ́ bɛ́ yèn.	No, there's [still] some. ('some is there'
	I bɛ kinî dɔ fɛ̌ wà?	Do you want some rice?
ṃburû	Ṃburû bɛɛ bana wà?	
	Àyi, dɔ́ bɛ́ yèn.	
	I bɛ ṃburû dɔ fɛ̌ wà?	
kɔrî	Kɔrî bɛɛ bana wà?	
	Àyi, dɔ bɛ yèn.	
	I bɛ kɔrî dɔ fɛ̌ wà?	
tùbàbù-lɛnburû	Tùbàbù-lɛnburû bɛɛ bana wà?	
	Àyi, dɔ bɛ yèn.	
	I bɛ tùbàbù-lɛnburû dɔ fɛ̌ wà?	

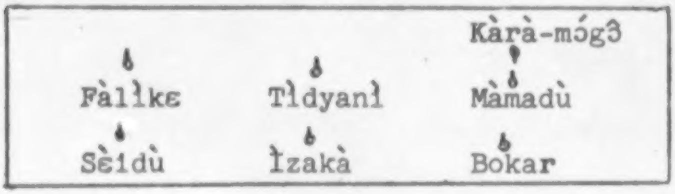
3. Relative location expressed through a construction which consists of the name of a part of the body plus /fɛ̀/.

[Assume seating as in classroom.]

N sìgìlɛ́n (dò) i kèrɛ fɛ̀.	I am sitting beside you.
M fana sìgìlɛ́n (dò) i kèrɛ fɛ̀.	And I'm sitting beside you.

Amadu sìgìlɛ́n (dò) i nyɛ fɛ̀.	Amadou is seated in front of you.
N sìgìlɛ́n (dò) i kɔ fɛ̀.	I'm sitting behind you.
Àlî sìgìlɛ́n (dò) i kinin fɛ̀.	Ali is seated to your right.
N sìgìlɛ́n (dò) i numan fɛ̀.	I'm sitting to your left.

4. Questions and answers about relative locations.



Tìdyanì sìgìlɛn Màmadù numan fɛ̀ wà?	Is Tidyani sitting to the left of Mamadu?
Awɔ, à sìgìlɛn à numan fɛ̀.	Yes, he is sitting to his left.
Tìdyanì sìgìlɛn Màmadù kínin fɛ̀ wà?	Is Tidyani sitting to the right of Mamadu?
Àyí, à sìgìlɛn tɛ à kinin fɛ̀.	No, he is not sitting to his right.
À sìgìlɛ́n à numan fɛ̀.	He is sitting to his left.
Fàlìkɛ sìgìlɛn Sɛ̀idù nyɛ fɛ̀ wà?	Is Falikɛ seated in front of Sɛidu?
Awɔ, à sìgìlɛn à nyɛ fɛ̀.	Yes, he is seated in front of him.

Fàlìkɛ sìgìlɛn Sɛ̀idù kɔ fɛ̀ wà?	Is Falikɛ seated behind Sɛidu?
Àyí, à sìgìlɛn tɛ à kɔ fɛ̀.	No, he is not seated behind him.
À sìgìlɛn à nyɛ fɛ̀.	He is seated in front of him.

L'instructeur doit poser beaucoup de questions similaires basées sur le petit diagramme ci-dessus. Ensuite il doit poser le même genre de questions sur les places occupées par les élèves de la classe.	The instructor should ask many similar questions based on this little diagram. Then he should ask the same kinds of questions about locations of people who are in the class.

5. Use of /kɔ́/ without /fɛ̀/.

Person-number changes in question and answer.

M bɛ‿i kɔ.	I will follow you.
Mùn nà i bɛ n kɔ?	Why will you follow me?
Aun bɛ‿i kɔ.	We will follow you.
Mùn nà au bɛ n kɔ?	Why will you (pl.) follow me?
Aun bɛ‿au kɔ.	We will follow you (pl.)
Mùn nà au bɛ‿aun kɔ?	Why will you follow me?
Aun bɛ‿ù kɔ.	We will follow them.
Mùn nà au bɛ ù kɔ?	Why will you follow them?

6. Another use of /nyɛ/ and /kɔ/ without /fɛ̀/. Use of /dɛ/.

M bi ta‿i nyɛ.	I'll go before you do.
I bi ta n nyɛ dɛ!	Oh, so you're going before I do!
λ bi ta‿i nyɛ.	He'll go before you do.
λ bi ta n nyɛ dɛ!	Oh, so he's going before I do!
λ bi ta‿aun nyɛ.	He's going to go before we do.
λ bi ta‿au nyɛ dɛ.	Oh, so he's going before you do!
λ bi ta‿aun nyɛ dɛ.	Oh, so he's going before we do!
M bi ta‿ù nyɛ.	I'm going before they do.
I bi ta‿ù nyɛ dɛ.	So you're going before they do!
M bi ta‿i kɔ.	I'm going after you do.
I bi ta n kɔ dɔ!	So you're going after I do.
λ bi ta‿i kɔ.	He's going after you do.
λ bi ta n kɔ dɛ!	So he's going after I do!

7. /nyɛ/ vs. /kɔ/, and affirmative vs. negative.

I bi ta‿ù kɔ wà?	Will you go after they do?
λyi, m ma ta‿ù kɔ.	No, I won't go after they do.
M bi ta‿ù nyɛ.	I will go before they do.
Aun bi ta‿ù kɔ wà?	Shall we go after they do?
λyi, aun ma ta‿ù kɔ.	No, we shall not go after they do.
Aun bi ta‿ù nyɛ.	We shall go before they do.
Au bi ta‿ù nyɛ wà?	Will you go before they do?
λyi, aun ma ta‿ù nyɛ.	No, we won't go before they do.
Aun bi ta‿ù kɔ.	We will go after they do.

Ʊ̀ bi ta‿i nyɛ wà?	Will they go before you do?
Àyi, ù ma ta n nyɛ.	No they won't go before I do.
Ʊ̀ bi ta n kɔ.	They will go after I do.

N/M	bi ta	n	nyɛ	wà?
I		i	kɔ	
À		à		
Aun		aun		
Au		au		
Ʊ̀		ù		

L'instructeur doit poser un grand nombre de questions dans le genre de cettes ci-dessus, en prenant un mot dans chaque colonne de cette table. L'élève doit répondre par une phrase négative et une phrase affirmative.

The instructor should ask a large number of questions like the above, by taking one word out of each column of this table. The students should answer with a negative sentence and an affirmative sentence.

8. Vocabulary practice with contrasting physical states.
Use of /na/ after nasal, /la/ after non-nasal.

	'Are you hungry?'	'No, I'm thirsty.'
kungɔ̂	Kòdi kungɔ̂ bɛ‿i la?	Àyi, minɔgɔ̂ bɛ na.
au	Kòdi kungɔ̂ bɛ‿au la?	Àyi, minɔgɔ̂ bɛ‿aun na.
nɛnɛ̂	Kòdi nɛnɛ̂ bɛ‿au la?	Àyi, funtenî bɛ‿aun na.
à	Kòdi nɛnɛ̂ bɛ‿à la?	Àyi, funtenî bɛ‿à la.

minɔgɔ̂	Kòdi minɔgɔ̂ bɛ‿à la?	Àyi, kungɔ̂ bɛ‿à la.
ù	Kòdi minɔgɔ̂ bɛ‿ù la?	Àyi, kungɔ̂ bɛ‿ù la.
funtenî	Kòdi funtenî bɛ‿ù la?	Àyi, nɛnê bɛ‿ù la.

Practice conversations.

I'm very sleepy!	Sùnɔ̀kɔ̂ bɛ na kodyùgù!	
Oh, you're sleepy!		Sùnɔ̀kɔ̂ bila dɛ.
Why?	Mùn nà?	
I got up at 5 today.	N kununa sɛnk êr la bìì.	
I usually get up at 7.		M bɛ kunu sɛt êr la kɔ̀rɔ̀len.
Why did you get up [so] early today?	Mùn nà i kununa joona bìì?	
I had a lot of work [to do].		Barâ tyamân tùn bɛ m bolo.

Can you give me some medicine?	I bi se kà furâ dɔ dumàn?	
What's the matter?		Mùn bi la?
I have a headache.	Kùngòlò-dimî bɛ na.	
Oh, you have a headache!		Kùngòlò-dimî bila dɛ!
Here's the medicine.		Furâ filɛ.
Why don't you go home?		Mùn nà i ti ta só?

I can't go home now.	N ti se kà ta so sísan.	
I have a lot of work today.		Barâ tyamân bɛ m bolo bìì.